

THESIS

**THE IMPLEMENTATION OF LEADER MEMBER EXCHANGE
AT HEADMASTER'S PERFORMENCES OF SMP
MUHAMMADIYAH 1 SIMPON SURAKARTA IN THE ACADEMIC
YEAR 2019/2020**



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**POST GRADUATE ISLAMIC EDUCATION MANAGEMENT
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**IMPLEMENTASI LEADER MEMBER EXCHANGE PADA KINERJA
KEPALA SEKOLAH SMP MUHAMMADIYAH 1 SIMPON SURAKARTA**

TAHUN AJARAN 2019/2020

Gadis Ayu Puspitasari

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis : 1) Implementasi Leader Member Exchange pada kinerja kepala sekolah 2) Alasan mengimplementasikan Leader Member Exchange pada kinerja kepala sekolah SMP Muhammadiyah 1 Simpon Surakarta.

Penelitian ini menggunakan pendekatan kualitatif. Dilakukan di SMP Muhammadiyah 1 Simpon Surakarta, pada bulan April hingga Mei 2020. Subjek penelitian adalah Kepala Sekolah, Informan adalah Wakasek, guru, staff, murid dan wali murid. Teknik pengumpulan data menggunakan wawancara dan dokumentasi. Teknik keabsahan data menggunakan triangulasi data. Teknik analisis data menggunakan model analisis interaktif dari Miles dan Huberman, yaitu reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi.

Hasil penelitian menunjukkan bahwa: 1) Implementasi Leader Member Exchange pada kinerja kepala sekolah diterapkan dengan: a. Kontribusi pendapat, tindakan dan keuangan, b. Loyalty dalam percaya dan menerima masukan, berkeinginan keras, dan selalu memberi motivasi, c. Afeksi dalam menerima masalah, menanggapi masalah, member kepercayaan dan mengkoordinir, d. Respect dalam berempati, dan tidak menyalahkan serta kerendahan hati. 2) Alasan mengimplementasikan Leader Member Exchange pada kinerja kepala sekolah yaitu untuk pendidik dan tenaga kependidikan adalah motivasi kinerja yang baik, dapat lebih aktif, creative dan inovatif serta bekerja dengan rasa nyaman dengan hubungan komunikasi yang baik. Manfaat implementasi Leader Member Exchange pada kinerja kepala sekolah yaitu untuk sekolah adalah siswa nyaman dan senang disekolah serta orang tua percaya menyekolahkan anaknya.

Kata Kunci: Leader Member Exchange. Kinerja Kepala Sekolah. Alasan LMX

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2020/2021 SMP MUHAMMADIYAH 1 SIMPON SURAKARTA**

Gadis Ayu Puspitasari

ABSTRACT

This study aims to describe and analyze: 1) Implementation of Leader Member Exchange on the headmaster's performance 2) Reasons of implementation the Leader Member Exchange on the headmaster's performance of the SMP Muhammadiyah 1 Simpon Surakarta

This research uses a qualitative approach. Conducted at SMP Muhammadiyah 1 Simpon Surakarta, from April to May 2020. The research subjects was the headmaster, the informants were deputy of headmaster, teacher, staff, student and parent. Data collection techniques use interviews and documentation. The data validity technique uses data triangulation. Data analysis techniques use interactive analysis models from Miles and Huberman, that are data reduction, data presentation and drawing conclusions or verification.

The results showed that: 1) Implementation of Leader Member Exchange on the performance of the principal was applied by: a. Contribution of opinion, action and finance, b. Loyalty such as trust and acceptance of organizational goals and values, willingness for organizational effort, and encouragement to maintain membership in the organization. Affection such as receiving, responding, valuing, and organizing. Then, Respect in empathy, not blame and humility. 2) The reason of implementing a Leader Member Exchange on the headmaster's performance, such as for subordinates, good work motivations, can be more active, creative, innovative, work comfortably, and communication relationships. The reasons of implementing a Leader Member Exchange on the headmaster's performance are for the school that students are comfortable and happy at school and Parents believe send their children to school

Keywords: Leader Member Exchange. Headmaster Performance. Reasons of LMX

تنفيذ زعيم بورصة الأعضاء في أداء رئيس الثانوية الدراسة المحمدية ١
سيمبون سوراكارتا ٢٠٢٠/٢٠١٩

غاديس أيو بوسبيتاساري

الملخص

تهدف هذه الدراسة إلى وصف وتحليل ما يلي: (١) تنفيذ تبادل الأعضاء القائد
على أداء المدير (٢) فوائد تنفيذ تبادل الأعضاء القائد على أداء مدير المدرسة
الثانوية المحمدية ١ سيمبون سوراكارتا.

يستخدم هذا البحث نهجا نوعيا. تم إجراؤها في مدرسة المحمدية ١ سيمبون سوراكارتا الإعدادية ، من أبريل إلى مايو ٢٠٢٠. كانت مواضيع البحث الرئيسية ، المخبرين كانوا واكاسيك ، المعلمين ، الموظفين ، الطلاب وأولياء الأمور. تقنيات جمع البيانات باستخدام الملاحظة والمقابلات والتوثيق. تستخدم تقنية صحة البيانات تثليث البيانات. تقنيات تحليل البيانات باستخدام نماذج التحليل التفاعلية مناميا الوهابرمان، وهي تخفيض البيانات وعرض البيانات واستخلاص أوضحت النتائج ما يلي: (١) تم تطبيق التبادل القيادي للأعضاء. النتائج أو التحقق على أداء المدير من خلال: أ- مساهمة الرأي والعمل والتمويل ب. الولاء في الإيمان وتلقي المدخلات ، والرغبة القوية ، والتحفيز دائما ، ج. المودة في قبول المشكلات والاستجابة للمشاكل وإعطاء الثقة والتنسيق د. الاحترام في التعاطف ، وإتقان العواطف ، وليس اللوم والتواضع. (٢) فوائد تنفيذ تبادل الأعضاء القياديين على أداء مديري المدارس ، أي المعلمين والموظفين التربويين ، هي دوافع جيدة للأداء ، ويمكن أن تكون أكثر نشاطا وإبداعا وابتكارا وتعمل بشكل مريح مع علاقات تواصل جيدة. فوائد تنفيذ تبادل الأعضاء القائد على أداء المدير هي للمدرسة التي يشعر الطلاب بالراحة والسعادة في المدرسة ويؤمن الآباء بإرسال أطفالهم إلى المدرسة.

الكلمات الرئيسية: تبادل الأعضاء القائد. أداء مدير المدرسة. فوائد

LEMBAR PENGESAHAN TESIS

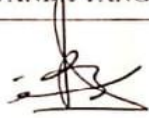



THE IMPLEMENTATION OF LEADER MEMBER EXCHANGE AT HEADMASTER'S PERFORMANCES OF SMP MUHAMMADIYAH 1 SIMPON SURAKARTA IN THE ACADEMIC YEAR 2019/2020

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Menyatakan dengan sesungguhnya bahwa Tesis yang saya susun sebagai syarat untuk memperoleh gelar Magister dari Pascasarjana Institut Agama Islam Negeri Surakarta seluruhnya merupakan hasil karyasendiri. Adapun bagian-bagian tertentu dalam penulisan Tesis yang saya kutip dari hasil karya orang lain telah dituliskan sumbernya secara jelas sesuai dengan norma, kaidah dan etika penulisan ilmiah. Apabila di kemudian hari ditemukan seluruhnya atau sebagian Tesis ini bukan asli karya saya sendiri atau adanya plagiat dalam bagian-bagian tertentu, saya bersedia menerima sanksi pencabutan gelar akademik yang saya sandang dan sanksi-sanksi lainnya sesuai dengan peraturan perundangan yang berlaku

Surakarta, 15 Juni 2020

Yang Menyatakan,

A yellow rectangular stamp with the text "METERAI TEMPEL" at the top, a serial number "DD0AZAFFBRT55964" in the middle, and "6000 ENAM RIBU RUPIAH" at the bottom. A handwritten signature in black ink is written over the stamp.

Gadis Ayu Puspitasari
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MOTTO

“Barangsiapa yang menghendaki kebaikan di dunia maka dengan ilmu. Barangsiapa yang menghendaki kebaikan di akhirat maka dengan ilmu. Barangsiapa yang menghendaki keduanya maka dengan ilmu” (HR. Bukhori dan Muslim)

Kualitas, Kuantitas, Totalitas dan Loyalitas

(GadisAyuPuspitasari)

DEDICATION

In the name of Allah SWT, the Almighty God,
It is my genuine gratefulness and warmest regard that
I dedicate this work to :

My Beloved Father, Mochamad Khusaini

My Beloved Mother, Yamtini

My Thesis Advisor, Dr. Imam Makruf, M.Pd.

All of My Lecturers of IAIN Surakarta

My Almamater, The Postgraduate State Islamic Institute of Surakarta

All of My beloved friends

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Alhamdulillahirobbil'alaamiin, all praises be to Allah SWT, the Single Power, the Lord of the Universe, Master of the day of judgment. God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled "The Implementation of Leader Member Exchange at Headmaster's Performances of SMP Muhammadiyah 1 Simpon Surakarta in the Academic Year 2019/2020". Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

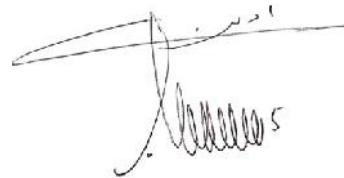
The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pdas the Rector of State Islamic Institute of Surakarta
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9. The researcher's classmate in Islamic Education Management class B Postgraduate IAIN Surakarta .
10. Everyone who has helped the researcher to conduct the research and write this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 15th June 2020

A handwritten signature in black ink, appearing to read 'Gadis Ayu Puspitasari', with a long horizontal line extending from the top left.

Gadis Ayu Puspitasari
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CHAPTER I

INTRODUCTION

A. Background of the Study

Formal education in Indonesia is not only held by the government, but also organized by the private sector. The existence of private institutions also helps the government in the effort to educate all Indonesian people. Private schools are generally under the auspices of foundations or organizations that are already incorporated. Private schools are independent which mean that in the implementation of these schools they are not managed by the local government, or nationally such as public schools. The establishment of private schools is created in the name of individuals, groups or foundations which are based on diverse objectives, be it religious, cultural or regional.

Private schools owned by foundations usually have a social purpose, because they do not charge fees that burden students who are economically disadvantaged, so they can still go to school. While private schools owned by individuals usually aim to provide services in the field of education by expecting compensation in the form of profits. The management of private schools is directed to address the challenges and market needs, meaning that the needs of service users or the society for education produced by private schools are a priority.

Furthermore, the elements of education determine the success of the process of improving the quality of education in achieving educational goals in the education unit. (Istanto, 2014) states that the problem of school quality

is not only faced by the government, but also by the private sector which organizes education through formal educational institutions. To create a quality institution, strategies need to be developed in accordance with the situation and conditions of the school. The formulation of strategies in order to improve school quality must be preceded by analysis and identification of the dominant factors in the school environment. For private schools, of course, these factors are more varied because government interference is not as dominant as in state schools. Dominant factors in the school environment include opportunities and threats originating from the school's external environment and strengths and weaknesses that originate in the school's internal environment.

In the management of school education there are several important aspects which are related among them are the management of the learning process, planning and evaluation, curriculum management and employment. Not only that, important about qualified education staff as teachers, lecturers, counselors, instructors, facilitators, and other designations according to their specialty, and participate in organizing education. Headmaster need to manage personnel, starting from needs analysis, planning, recruitment, development, gifts and sanctions (reward and punishment), work relationships, to evaluating the performance of school workers (teachers, administrative staff, reports, etc.) that can be done by schools except when it comes to remuneration / payment for services and teacher recruitment. Leadership headmaster is very important to manage their school.

Various leadership strategies are carried out to advance the school, such as establishing relationships between headmaster and subordinates. The relationship between leaders and employees is an interdependent relationship of dependence. Based on (Aziz 2012) that found there was affection that has a significant effect on employee performance, there was employee loyalty that affects performance, there are contributions that have no effect because many depend on superiors. Furthermore, superiors and subordinates are two people in the form of units that interact, so that one another influences one another. Therefore, the synergy of both parties is very important for the achievement of good company performance. This becomes a reference about Leader Member Exchange that is applied in this study.

Leadership in an organization that effort basically Leader Member Exchange. LMX states that the reciprocal relationship that develops between the leader and each of his subordinates will be different (Yukl 2015, 54). Based on this explanation the researchers concluded that the LMX is a leadership approach that focuses on the reciprocal relationship between supervisors and each of their subordinates, so that each employee will be treated differently by their supervisors.

Although LMX is more widely applied in companies, but in other research, it was also found that the application of LMX in educational institutions as in research is (Mayasari, 2019) states that the effect of Leader Member Exchange and quality work of life on organizational citizenship behavior to all of lecture. That research was conducted to all of lecture of

Islamic college of Nahdatul Ulama (STAINU) at The City of Jakarta by using a survey method with path analysis applied in testing hypothesis. The research found about there was direct effect of leader member exchange on organizational citizenship behaviour. That effect of quality work of life on organizational citizenship behaviour.. Therefore to enhance lecture's organizational citizenship behaviour can be carried out by leader member exchange, and quality work of life.

So, in the LMX educational institution is the relationship between the headmaster is very important with his subordinates namely educators and education staff and all who play a role in a school. How does a headmaster relate well with teacher and staff to be able to motivate and be able to foster loyalty, so that the goals of the school can be achieved to the fullest. If in previous studies LMX is more applied in a company and in educational institutions more to find out the effects on subordinates. In this study, researchers want to know in detail the implementation of LMX with 4 dimensions of LMX according to (Leiden 2001.40), namely contributions, loyalty, affection and respect, with a focus on one of the developing private junior high schools in Surakarta with head schools that strive with full work innovation.

The contribution of a headmaster in private schools has effects on the progress of schools. Private schools have various innovation programs with various school activities. This is to improve the quality of the school, this school must the activeness and creativity of the school. One of private junior

high schools in Surakarta is SMP Muhammadiyah 1 Simpon Surakarta developing with a headmaster who strives with full work innovation. It is the one private school in Surakarta. It is located at Jl. Flores No. 1, Baru village, Pasar Kliwon, Surakarta. Total teachers and all staff are 48 persons. Total students from seventh grade, eighth grade, and ninth grade are 531 students.

SMP Muhammadiyah 1 Simpon Surakarta held various school activities such as training and launching and water rocket competitions in Solo Tekno Park, Futsal between elementary schools in the city of Surakarta, Eid al-Adha prayer activities and qurban in schools, Camp Services in Karangpandan, Outing Class, Science and Religion Olympic Contest in SD / MI in Surakarta City, Acceptance of New Students, PPDB, Achievement Try Out and many more. Not only that, various achievements of SMP Muhammadiyah 1 Simpon Surakarta such as winner Pesilat International, younger health cadres, Indonesian Red Cross, Badminton National Competition, Tartil and Tilawah Competition, and others.

The sustainability of private schools is very dependent on performance headmasters and other components. The headmaster of SMP Muhammadiyah 1 Simpon Surakarta uses the Leader-Member Exchange theory. Furthermore, many activities and programs, the headmaster of SMP Muhammadiyah 1 Simpon Surakarta implement Leader-Member Exchange. The school headmaster coordinates with the vice headmaster, the activity coordinator and the activity implementing committee. By giving confidence in the implementation of school programs, various activities and school programs

run well. The headmaster of SMP Muhammdiyah 1 Simpon Surakarta uses a democratic leadership style. This style is associated with personal power and the participation of followers in the process of problem-solving and decision making (Thoha 2013, 49). Deputy headmasters, teachers, and staff are given the authority to develop school programs with various innovations. The headmaster fully supports and gives trust when the proposed program is considered to be able to make school progress.

On the other hand, schools whose headmaster not implements Leader-Member Exchange. The initially is school B. The headmaster at school B uses an autocratic leadership style, this style is seen as a style based on strength of position and use of authority (Thoha 2013, 49). The school headmaster indeed allowed the vice-headmaster, teachers, and staff to give their opinion. But the headmaster changes what he has proposed before, according to what the headmaster wants. Examples are proposals from Islamic teachers to recite the Holy Quran in the morning schedule, on the other hand, a headmaster agrees but it should be present in the morning and evening after school. The headmaster's policy is not balanced with the portion of the lesson schedule; there is an imbalance in learning hours. Teachers and students complained, the lack of time in the teacher conveying class learning. Students also are not able to understand the lesson in a short time. This is one example that the headmaster, without authority and trust in the LMX, decides policies which are considered ineffective and even inappropriate.

Based on the explanations above, the researcher is encouraged: (1) to analyze the implementation process of Exchange Member Leader in headmaster's performances (2) to know reason of the headmaster implement Leader Exchange Member in headmaster's performances. Thus, the research that carry out by the researcher entitled **"The Implementation of Leader Member Exchange at Headmaster's Performances of SMP Muhammadiyah 1 Simpon Surakarta In the Academic Year 2019/2020"**.

B. Problem Formulation

From the background of the study above, the problems in this study can be formulated about "How about the implementation of the Exchange Member Leader in the headmaster's performances at SMP Muhammadiyah 1 Simpon Surakarta?";

1. How is the implementation of Leader Member Exchange in headmaster's performances at SMP Muhammadiyah 1 Simpon Surakarta academic year 2019/2020?
2. Why should the headmaster implementof Leader Member Exchange in headmaster's performances at SMP Muhammadiyah 1 Simpon Surakarta academic year 2019/2020?

C. The Objectives of Study

The goal of this research is to realize the implementation of the benchmarks of this research, thereby this needs to be clearly defined. There are several research objectives can be formulated as follows:

1. To analyze the implementation of Leader Member Exchange in headmaster's performances at SMP Muhammadiyah 1 Simpon Surakarta academic year 2019/2020
2. To know reason of the headmaster implement Leader Exchange Member in headmaster's performances at SMP Muhammadiyah 1 Simpon Surakarta academic year 2019/2020

D. The Benefits of Study

The benefits of study are :

1. Theoretically Benefit
 - a. The finding of the research can enrich the theory of the implementation of Leader Member Exchange in headmaster's performances at.
 - b. The reader will get a large knowledge about the implementation of Leader Member Exchange in headmaster's performances at.
2. Practical Benefit
 - a. For the headmaster, this research can be used as information / opinion for efforts to improve relations with all school members and the ability of the School Headmaster. An educational and

school management technique is expected to improve the quality of education in school tasks and responsibilities.

- b. For teachers, especially junior high school teachers in an effort to increase the responsibility and loyalty of teachers, especially in carrying out their duties
- c. For other researcher. The result of this research can be used as references for other researcher in Leader Member Exchange. This study expected to be able to give practical contributions to the researcher on how the implementation of Leader Member Exchange.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Education Management

Education plays an important role for an advancement of a nation. A good quality of education in a nation will automatically generate a well quality generation. Education is one of important aspects of nation's children character building. Although in obtaining education can be obtained in the sector of formal and non-formal education, but in the progress of the country formal education is very important. In this case, schools are a global challenge for education to get the best performance. Indonesia is a developing country that must continue to improve its education system.

As a developing country, Indonesia still has many problems in the quality of education in Indonesia. All Indonesian children are entitled to a good education, according to the 1945 Constitution of the 4th paragraph, which reads "*mencerdaskan kehidupan bangsa*", thus education is a major factor in life. However, the world of education in Indonesia still has several obstacles relating to quality among other things education is limited access to education, the number of teachers is not evenly distributed, and the quality of teachers themselves is considered to be lacking. Not only that, the education management system and the role of

the headmaster's leadership in a school is very important in coordinating education.

Educational management is one important component in education. Education management is a process or management system of education management as an organization's process or system in relation to an education system. The education system is a unity of various elements which are interconnected with one another and depend on carrying out the tasks to achieve the goals of the system. External elements that enter the system and then undergo a process are called outputs (Hamalik 2007, 78). Educational management implies a systematic, systemic and comprehensive process of cooperation in the context of realizing national education goals. Education management can also be interpreted as anything related to the management of the education process to achieve the goals set, both short-term, medium-term goals, and long-term goals (Yamin 2009, 19).

Educational management is the process of developing a group of people working together to achieve the stated educational goals. The process of controlling these activities includes planning, organizing, actualizing and monitoring as a process for vision to become action (E. Mulyasa 2004, 7). As a predetermined goal of course, management has systematic and systematic steps in achieving a goal to be achieved. In a broader sense Management can also be referred to as the management of resources to achieve a predetermined goal, therefore this management

plays a very important role in the world of education. Some important things in education management include the objectives of education management and the function of education management;

a. Educational Management Objectives

The purpose of management education is very closely related to the objectives of education in general, because education management is essentially a tool to achieve educational goals optimally. If it is related to the understanding of education management in essence is a means to an end. The purpose of national education is to develop the potential of students to become human beings who believe and devote to an almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen (UU.Sisdiknas 2003 7). The main objective of learning Management education is to obtain the best ways, techniques, methods done, so that very limited resources such as energy, funds, facilities, material and spiritual to achieve educational goals effectively and efficiently These goals are determined based on structuring and assessment of organizational situations and conditions, such as strengths and weaknesses, opportunities and threats (Ministry of National Education 2001, 4). In detail the objectives of education management include:

- 1) The creation of an atmosphere of learning and learning processes that are active, innovative, creative, effective, and fun (PAIKEM)

- 2) The creation of students who actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state
- 3) The achievement of educational goals effectively and efficiently
- 4) Providing education staff with theories about the process and tasks of educational administration
- 5) Resolving the issue of quality education.

b. Educational Management Function

In the management process the main functions involved are performed by a manager, namely: Planning, Organizing, Leading and Controlling (Usman 2006, 8). The definition of management from the point of function is the process, planning activities, organizing, directing, implementing, and controlling organizational resources to achieve goals effectively and efficiently.

(Deden Makbuloh 2000, 40) In line with the opinion above that management functions namely;

1) Planning

For every management must have a planning or clear planning, because with planning is the initial process in determining management objectives to be achieved. In many cases planning plays a strategic role because other management functions cannot run without planning.

2) Organizing

Organizing is the whole process of grouping people, tools, materials, tasks, responsibilities, authority and facilities so that an organization can be mobilized as a unit in order to achieve the stated goals.

3) Actuating

Actuating are actions or activities of all management components, working according to their respective tasks, tools and facilities used according to their respective functions and uses, and costs in accordance with the allocation of costs needed to achieve management objectives.

4) Controlling

Supervision or control is one of the management functions that ensures that activities can produce results as desired. Supervision is needed so that all activities run as expected.

2. Aspects of School Education Management

In the management of school education there are several important aspects which are related among them are the management of the learning process, planning and evaluation, curriculum management and employment, following the discussion;

a. Management of the learning process

Law on the National Education System (UUSPN) No. 20 of 2003, "learning as a process of interaction of students and learning resources in a

learning environment" (UUSPN 2003, 20). Learning can also be interpreted as an effort to direct the emergence of learning behavior of students, or in other words an attempt to teach students (Abd. Gafar 2003, 17). According to Suwarno as quoted by Ramayulis, the role of schools in the learning process includes:

- a. Providing intelligence to the mind and giving knowledge,
- b. Providing specialized in the field of education and teaching,
- c. Providing education and teaching more efficiently to the society,
- d. Supporting the development of individuals into social creatures,
- e. Maintaining the cultural values that live in the society by conveying the culture, and
- f. Train to be able to stand alone and be responsible before going to the society (Ramayulis 2003, 141-143)

The learning process is the main activity of the school. Schools are given the freedom to choose the most effective learning and teaching strategies, methods and techniques, according to student characteristics, teacher characteristics, and the real condition of the resources available at school. In general, student-centered learning / teaching strategies / methods / techniques are better able to empower learning that emphasizes student learning activities, not teacher teaching activities.

b. Planning and Evaluating

Schools are given the authority to plan according to their needs (school-based plan). The example of needs referred is, the need to improve

the quality of schools. According to Nahwawi, as quoted by Ahmad Sabri, plans that need to be prepared by schools in the context of education include:

- a. Formulation of objectives to be achieved,
- b. Determination of the field / function of the unit as part of which will carry out activities to achieve goals,
- c. Establish the required time period,
- d. Establish methods or ways of delivering goals, Establish tools that can be used to improve efficiency of achieving goals,
- e. Formulate an evaluation or assessment plan to measure the level of achievement of objectives, and
- f. Determine the amount and source of funds needed (Sabri 2000, 14).

Internally the evaluation is carried out by the school society to monitor the implementation process and to evaluate the results of the programs that have been implemented. This kind of evaluation is often called self-evaluation. Self-evaluation must be honest and transparent in order to truly reveal the real information.

c. Curriculum Management

To create quality education, all components of education must be quality. Among the components that are very important to achieve quality education is the existence of a school curriculum created by the school as a guide and direction in creating a quality educational process. Because the curriculum created by the central government is a standard curriculum that

applies nationally, while the condition of schools in general is very diverse, in its implementation, schools can develop, deepen, enrich, and modify the curriculum, but may not reduce the contents of the curriculum that applies nationally. Schools are allowed to deepen the curriculum, that is, what is taught may be sharpened by various applications.

Schools are also allowed to enrich what is taught, meaning that what is taught may be expanded from what has to be, and should be, and can be taught. Likewise, schools are allowed to modify the curriculum, meaning that what is taught may be developed to be more contextual and in harmony with the characteristics of students. In addition, schools are also given the freedom to develop local content curriculum.

d. Manpower Management.

Educational staff in the educational process plays a strategic role, especially in efforts to shape the character of the nation through the development of the desired personality and values. In terms of the learning dimension, the role of educators in Indonesian society remains dominant even though technology that can be utilized in the learning process develops very rapidly.

According to Law No. 20 of 2003 concerning the National Education System article 1 paragraphs 5 and 6, what is meant by educational staff are members of the society who are devoted and appointed to support the implementation of education. Where the educational staff meet the requirements specified by applicable law,

appointed by the authorized official, assigned duties in a position and also paid according to applicated regulations.

Qualified education staff as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations according to their specialty, and participate in organizing education.

Position	Job Description
Headmaster	Responsible for the overall implementation of education activities in schools both inside and outside, namely by carrying out all the policies, regulations and provisions set by higher institutions.
Vice Headmaster (Curriculum Affairs)	Responsible for helping the headmaster in organizing activities directly related to the implementation of the curriculum and teaching and learning process.
Vice Headmaster (Student Affair)	Responsible for helping the headmaster in organizing student and extracurricular activities
Vice Headmaster (Facilities and Infrastructure Affairs)	Responsible for inventory activities of utilization and maintenance of facilities and infrastructure as well as school finance.
Vice Headmaster (Special Service Affairs)	Responsible for helping the headmaster in the implementation of special services, such as society relations, guidance and counseling, school health efforts and school libraries.

Curriculum and Educational Technology Developers	Responsible for organizing curriculum development programs and developing teaching aids.
Test Developer	Responsible for organizing programs to develop measurement tools and evaluate learning activities and students' personalities.
Librarian	Responsible for organizing the school library management program.
Laboratory Assistant	Responsible for organizing laboratory management program activities in schools.
Learning Resource Technician	Responsible for the management and provision of technical resources for learning resources for the learning interests of students and teacher teaching.
Coach	Responsible for organizing training programs such as sports, arts and skills
Administrative Officer	Responsible for organizing educational administrative or technical activities and services in schools.

Table 2.1 Position and Description of Educational Staff Position in the School

Headmaster need to manage personnel, starting from needs analysis, planning, recruitment, development, gifts and sanctions (reward and punishment), work relationships, to evaluating the performance of school

workers (teachers, administrative staff, reports, etc.) that can be done by schools except when it comes to remuneration / payment for services and teacher recruitment, which is still being handled by the bureaucracy above.

3. Headmaster's Leadership

According to Ralph M. Stogdill, Leadership is the process of influencing the activities of a group that are organized towards the determination and achievement of objectives (UII 2011, 125). Leadership is the ability to influence a group towards achieving goals. This influence results from interactions on the basis of formal or informal positions (Sudarwan Danin 2009, 3).

Leadership is an effort made by someone with all the ability to influence, encourage, direct and move the people who lead so they want to work with enthusiasm and trust in achieving organizational goals (IdochiAnwar 2013, 91). According to Kartini and Kartono, leadership is "a matter of relations and influence between leaders and leaders. leadership arises from the results of automatic interaction between leaders and individuals who are led (Kartini & Kartono 2010, 6).

From the definitions above, several important things appear, namely:

- a. Leadership is seen as a series of processes or actions
- b. There are goals to be achieved together
- c. The function of leadership is to influence, move others in activities or joint efforts

- d. The activity or process leads to between giving some examples or guiding organized activities or organized efforts
- e. The activity takes place in a formal organization
- f. Leadership is also translated into terms: personal behavior traits, influence on others, patterns of interaction, cooperative relations between positions of an administrative position (Wahjosumidjo, Headmaster Leadership theoretical review and problems 2002, 17)

Various understandings about the meaning of leadership above can be comprehensively interpreted, namely that the leader is a person who has special skills or certain superiorities, so he has the authority and power to move others, and he must have extensive knowledge, and have far-reaching vision and fulfill certain conditions and able to influence the activities of members of the group. The term educational leadership contains two terms, where the word "education" explains what field and where leadership takes place, and at the same time also explains the nature or, the characteristics of leadership.

Thus educational leadership is a combination of the concepts of leadership and education which both have their own understandings, which in turn are integrated in the form of scholarship that shows the special characteristics of a form of leadership in general. Educational leadership also means as a form of ability in the process of influencing, mobilizing motivate, coordinate other people who are related to education and teaching so that the activities carried out can be more effective and efficient in achieving educational and teaching goals (Wahjosumidjo 2002, 33).

Leadership in education also has the understanding that leaders must have skills in influencing, encouraging, guiding, directing, and moving others who are related to the implementation and development of education and teaching or training so that all activities can run effectively and efficiently which will in turn achieve educational and teaching objectives that have been set (Sulistiyorini 2001, 23). Whereas the headmaster can be defined as a functional teacher who is given the task to lead a school where teaching and learning processes are held or where interactions occur between the teacher giving the lesson and the student receiving the lesson (Wahjosumidjo, Leadership Headmaster, theoretical and problem review 2002, 83).

The term "*kepala sekolah*" (Headmaster) is derived from two words "*kepala*" and "*sekolah*". *Kepala* can be interpreted as chairman or leader. While *sekolah* is drawn by an institution in which there are teaching and learning activities. School is also an after-home environment, where children live for a few hours, where children are generally in development, and educational institutions and places that serve to prepare children for life (Rivai 2004, 253).

Leadership is often identified with authority, domain, influence of domination, and of course material. Naturally, if many people think leadership is only surrounded by things that are fun. And many people have ambitions to gain leadership, but only a few people really live it effectively. The headmaster as a leader in an educational institution, in leadership there are several interrelated elements, namely: the element of man, element of means, element of purpose. To be able to treat these three elements equally, a leader must have the knowledge or

skills and skills needed in carrying out leadership. This knowledge and skills can be obtained from theoretical learning experiences or from experience in practice while being a headmaster.

4. Duties and Functions of the Headmaster

According to democracy perspective educational leadership activities are realized in such a way that the main tasks can become true. The tasks of educational leadership are as follows :

- a. Help people in the school society to formulate educational goals.
- b. Streamlining the teaching and learning process by developing more effective instructors.
- c. Forming/building a productive organizational unit.
- d. Creating a climate where educational leadership can grow and develop.
- e. Provide adequate resources for effective teaching.

Essentially the existence of a headmaster has to main functions for the school he manages. First, the headmaster as an administrator. In this function, the headmaster is tasked with carrying out the administrative function of education in the school. And these tasks include administrative and operative management. Second, the headmaster as an educator. In this function the headmaster is tasked with carrying out educational functions in school's education (E. Mulyasa 2004, 98), the headmaster's functions which are :

- a. Formulation of work goals and make school's policies.

- b. Arranging (organizing) school's work procedure, including: regulating the distribution of tasks and authority, organizing implementing officers, organizing activities (coordinating).
- c. Supervisor, school activities, including: regulating the smoothness of activities, directing the implementation of activities, evacuating the implementation of activities, guiding and improving the ability of implementation(Daryanto 2001, 81).

Broadly speaking the duties and functions of the headmaster can be explained as follows:

- a. Educator
 - a.Achievement as a subject teacher. A school headmaster can implement the learning program well. Can make annual program(*prota*), lattice questions, analysis and can do improvement and enrichment programs.
 - b.The ability to guide the teachers in carrying out their tasks. Able to provide effective alternative learning.
 - c.The ability to guide employees in carrying out tasks as administrative, librarian, laboratory technician treasurer.
 - d.The ability to guide his staff to more developed personally and professionally.
 - e.The ability to guide various student activities.
 - f. The ability to learn to follow the development of science and technology in discussion forums, reference materials and follow the development of science through electronic media.

b. Manager

- a. The ability to arrange programs systematically, periodically and the ability to carry out programs that are made on a priority scale.
- b. The ability to arrange personal organizations with job descriptions in accordance with existing standards.
- c. The ability to move its staff and all available resources and provide further dynamic references in routine and temporary activities.

The function of the headmaster as manager are 5, which are:

- a) School planning in the sense of setting the direction of the school as an educational institution by formulating the vision, mission, goals and achievement strategies.
- b) Organizing school in the sense of making organizational structures (structuring), assigning staff (staffing), and assigning functions and tasks (functionalizing).
- c) Moving staff in the sense of motivating staff through “internal marketing” and “giving example of external marketing”.
- d) Observe in the sense of supervising, controlling, and guiding all school staff and school member.
- e) Evaluating the process and results of education to be the basis of quality improvement and growth, as well as carrying out “problem solving” both in a systematic analysis and collective problem solving and avoiding overcoming conflicts.(Sudrajat 2004, 11).

c. As a Supervisor

- a. The ability to compile an educational supervision program in his institution and can carry out well. Carry out regular class supervision both academic supervision and clinical supervision.
- b. The ability to use the results of supervision to improve teacher and employee performance.
- c. The ability to utilize teacher / employee performance to develop and improve the quality of education.

d. As a Leader

- a. Have a strong personality. As a devout Muslim, worshiping religious norms well and honestly, confidence, able to communicate well, not selfish, act objectively, full of optimism, responsible for progress and development, have a great spirit and delegate as duties and authorities to people other. Understand all problems that have different conditions as well as different student conditions with others.
- b. Have an effort to improve the welfare of teachers and employees.
- c. Want to hear constructive criticism / proposals / suggestions from all parties related to their duties, both from staff, employees or students themselves.
- d. Having a clear vision and mission of the institution he leads. The vision and mission are conveyed in individual or group meetings.
- e. The ability to communicate well, easily understood systematically organized to all parties.

- f. The ability to make collective decisions by deliberation.
 - g. The ability to create harmonious working relationships, share tasks evenly and can be accepted by all parties.
- e. As an Inovator
- a. Having new ideas for school progress and development innovation. As well as choose relevant to the needs of the institution.
 - b. The ability to implement the new idea well. These ideas or thought have a positive impact on progress. The idea can be in the form of developing Teaching and Learning Activity (*KBM*), increasing the acquisition of *NEM Ebtanas*, excavation and operations, increasing student achievement through extracurricular activities and so on.
 - c. The ability to manage the work environment so that it is more conducive (setting office layout, classrooms, library, yard, interior, small mosque). With a good work environment leads to good morale. More conducive for learning for students and conducive for teachers / employees.

In empowering the society and the environment, the headmaster is the key to success that must pay attention to what parents and the society think about the school. Professional school headmasters are not only required to carry out various tasks at school, but they must also be able to establish relationships / cooperation with the society in order to foster students' personalities optimally (E. Mulyasa 2004, 187).

5. Leadership Style

Leadership is importances of scholl management. There are many options of leadership models to choose to be implemented in educational institutions. Each model has its own characteristics, advantages, and drawbacks. Therefore, every leader of educational institution needs to understand the condition and needs of their institution well before taking a leadership model. The fitness of the leadership model applied will determine the success of a school/madrasah principal. On the contrary, if the model does not fit, the principal will fail and subsequently effects the school's/madrasah's achievements (Makruf 2017, 341).

Leadership Style is the norm of behavior used by someone when the person is trying to influence the behavior of others as he sees it(Thoha 2013, 49).Another definition of leadership style is a set of characteristics that are used by leaders to influence subordinates so that organizational goals are achieved or it can also be said that leadership style is a pattern of behavior and strategy that is liked and often applied by a leader(Rivai 2014, 42).

Leadership style shows directly or indirectly, about a leader's faith in the ability of his subordinates. This means that leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates. The leadership style is divided into two extreme style categories :

- a. Autocratic leadership style, this style is seen as a style based on the strength of the position and use of authority.
- b. Democratic leadership style, this style is associated with personal strength and the participation of subordinates in the process of problem solving and decision making(Thoha 2013, 49).

According to Hasibuan as an observer the leadership style is divided into three parts, which are:

- a. Authoritarian Leadership

Authoritarian Leadership is if power or authority, for the most part, remains absolute in the leadership or if the leader adopts a centralized system of authority. Decision making and policy are only determined solely by the leader, subordinates are not included to provide suggestions, ideas, and considerations in the decision making process. His leadership orientation is focused only on increasing employees work productivity by paying less attention to the feelings and welfare of subordinates.

- b. Participatory Leadership

Participatory Leadership is if the leadership is carried out in a persuasive way, creating harmonious cooperation, fostering loyalty, and participation of subordinates. The leader motivates subordinates to feel that they own the company. Subordinates must participate in providing suggestions, ideas, and considerations in the decision making process. Leaders with a participatory style will encourage the ability of

subordinates to make decisions. Therefore, the leader will always nurture his subordinates to accept greater responsibility.

c. Delegate Leadership

Delegate leadership is if a leader delegates his authority to subordinates rather completely. Thus, subordinates can make decisions and policies freely in carrying out their work. Leaders do not care about how subordinates make decisions and do their work, fully given to subordinates.

In principle, the leader turns it over and tells subordinates that "This is the work that you have to do, I don't care, it's up to you how to do it as long as the work can be done well". In this case subordinates are required to have maturity in work (ability) and psychological maturity (will). Job maturity is associated with the ability to do something based on knowledge and skills. Psychological maturity is associated with the willingness or motivation to do something that is closely related to a sense of confidence and attachment. (Hasibuan 2007, 170).

Theories about leadership situations state that there is no ideal leadership style. It would seem that in certain circumstances, the choice of leadership style becomes effective or ineffective. Frederick Fiedler introduced his theory related to the leadership situation with the name contingency theory (PapaDaniels&Spiker 2008). He stated that the effectiveness of a leadership style will be influenced by three factors, which are :

- a. Relationship between leaders and subordinates or the degree of self-confidence and faith held by subordinates towards their leaders.
- b. The task structure or degree of job certainty and routine tasks as opposed to ambiguity and uncertainty in the execution of tasks.
- c. Positions of power or influence included in leadership roles (legitimacy, power, ability to reward or punish).

6. Headmaster Performance

Performance is often referred as achievement which is the "results" or "what comes out" (outcomes) of a job and the contribution of human resources to the organization. Performance implies work results, abilities, achievements or encouragement to carry out a job. The success of individuals or organizations in achieving these targets or goals is performance. Performance is the result of a person's work in a certain period compared to several possibilities, for example predetermined targets, objectives, or criteria (Supardi 2013, 56).

Another opinion, performance is defined as the record of outcomes produced on a specified job function or activity during a specific time period (performance is defined as the record of results generated at a particular job function or activity during a certain time period) (Suharman 2012, 27). Thus it can be concluded that the performance is related to work results, work achievements, achieved by someone in carrying out their work in accordance with their duties and responsibilities to achieve the goals set and achieve predetermined targets. Performance measures are always compared to

predetermined targets. If the work results are in line with the target and even exceed it, then it can be said that the employee / organization has good performance.

In relation to the performance of a headmaster, headmaster play a very important role in achieving the quality of education. The headmaster's performance is the ability to carry out the work or task he has in completing a job at the school he leads (Suharman 2012, 33). There are five factors in popular performance appraisal, namely:

1. The quality of work, including: accuracy, precision, appearance and acceptance of output.
2. Quality of work, including: volume of output and contribution.
3. Supervision is needed, including: advice, direction, and improvement.
4. Presence, including: regulation, trustworthy / reliable and on time.
5. Conservation, including: prevention of waste, damage and maintenance of equipment (Akdon 2009, 166).

The implementation of the headmaster's tasks must be measurable through evaluating the performance of the principal. (KEMENDIKBUD 2007, 3) The performance evaluation referred to includes:

1. School development efforts carried out while serving as the headmaster

2. Improving the quality of schools based on 8 (eight) National Education Standards while under the leadership concerned; planning, implementation, and follow-up supervision of learning conducted by the headmaster's efforts in guiding and directing teachers
3. Efforts to develop professionalism as a headmaster.

To carry out their main tasks effectively and efficiently, the headmaster needs a work guide. This headmaster's work guide provides guidelines for headmaster in carrying out their main tasks and makes it easier for headmaster to prepare guidance and assessments conducted by school supervisors and the education office. Based on the description above, the Directorate General of Teachers and Education Personnel through the Directorate of Primary and Secondary Education Staff Development, pays attention to improve the performance of headmaster in the context of improving the quality of education through the issuance of Headmaster Guidelines.

7. LMX-Leader-Member-Exchange

In a leadership, the relationship of leaders with members or the degree of self-confidence and faith held by subordinates to their leaders becomes an important thing in management. LMX or Leader Member Exchange is the theory of the relationship between leaders and their subordinates, following the discussion:

a. Definition of LMX

Definition of LMX as (Morrow 2005, 20) that Leader Exchange Member is an improvement in the quality of the relationship between supervisors and employees will be able to improve both their work. But in reality, the relationship between employees and supervisors can be grouped into two relationships, namely good relationships and bad relationships. A good relationship will create employee's trust, positive attitude, and loyalty, but a bad relationship will have the opposite effect.

(Truckenbrodt 2005, 233) stated that Leader Exchange Members are focused on assessing the relationship and interaction between supervisors and subordinates. The level of closeness of the relationship between leaders and subordinates shows an indication of the Leader Member Exchange in the company. In an organization, it is possible that there is a different relationship between the leader and the employees who are his subordinates. This level of closeness is usually called a Leader Member Exchange.

(Leonard 2008, 1-5) that the understanding of Leader Member Exchange is not only on physical ties, where subordinates must always follow the instructions of supervisors, but more deeply the bond of interaction between employees and leaders. This bond of interaction involves the emotional bond between employees and leaders.

LMX is defined as the quality of interpersonal exchange relationships between leaders and employees. A high LMX relationship is

characterized by friendship, loyalty, professional respect and contribution, while a low LMX relationship is characterized by lack of friendship, loyalty, professional respect and contribution (Setiadi 2007, 230).

LMX is a unique leadership approach by focusing on the special relationship created by the leader with each of his subordinates (Northouse 2013, 90). Basically LMX states that the reciprocal relationship that develops between the leader and each of his subordinates will be different (Yukl 2015, 54). Based on this explanation the researchers concluded that the LMX is a leadership approach that focuses on the reciprocal relationship between supervisors and each of their subordinates, so that each employee will be treated differently by their supervisors.

b. Dimension Leader Member Exchange

LMX is divided into 4 dimensions which will be discussed below (Leiden 2001, 40) :

a. Contribution

Contributions are perceptions about task-oriented activities at a certain level between each member to achieve a common goal. The important thing in evaluating task-oriented activities is a level where subordinates are responsible and complete tasks beyond work descriptions and or work contracts, as well as

leaders who provide resources and opportunities to do so. Aspects of contribution:

- a. Involvement in an idea / thought
 - b. Involvement in action
 - c. Involvement in donations / finance
- b. Loyalty is a statement or expression to fully support the goals and other individual traits in the reciprocal relationship of leaders and subordinates. Loyalty involves a complete *loyalty* to someone consistently from one situation to another.

Aspects of loyalty, according to (Porter 1998) there are 3 important aspects of loyalty:

- a. Trust and acceptance of organizational goals and values
 - b. Willingness for organizational effort
 - c. Encouragement to maintain membership in the organization.
- c. Affection is a feeling, concern between leaders and subordinates based primarily on the attractiveness between individuals and not just on the job or professional values. This form of caring might be shown in a desire to have a beneficial relationship, such as between friends, according to Kartwohl & Bloom in (Dimiyati&Mudjiono 2001) affective domains into 4 categories, that's are:

- a. Receiving

- b. Responding
 - c. Valuing
 - d. Organizing
- d. Respect for the profession is the perception of the extent to which each reciprocal relationship has had and built a reputation within and outside the organization, beyond what has been established in the work.

This perception can be based on a person's life history, such as a person's personal experience, according to (McKay 2000) aspects of respect are:

- a. Empathy
- b. Controlling emotions
- c. don't blame
- d. Humility

8. Private School

Formal education in Indonesia is not only held by the government, but also organized by the private sector. The existence of private institutions also helps the government in the effort to educate all Indonesian people. Private schools are generally under the auspices of foundations or organizations that are already incorporated.

Private schools are independent which mean that in the implementation of these schools they are not managed by the local government, or nationally such as public schools. The establishment of private schools is created in the

name of individuals, groups or foundations which are based on diverse objectives, be it religious, cultural or regional. Private schools owned by foundations usually have a social purpose, because they do not charge fees that burden students who are economically disadvantaged, so they can still go to school. While private schools owned by individuals usually aim to provide services in the field of education by expecting compensation in the form of profits.

The management of private schools is directed to address the challenges and market needs, meaning that the needs of service users or the society for education produced by private schools are a priority. Then, the elements of education determine the success of the process of improving the quality of education in achieving educational goals in the education unit. The elements include: first, the subject being guided (Learners), second, the person guiding (Educators), third, the interaction between Educators and Learners (Educative Interactions), fourth, in the direction in which guidance is directed (Educational Goals), fifth, the influence given in the guidance (Educational Material), sixth, the method used in the guidance (tools and methods), seventh, the educational environment in which the guidance event takes place. The education environment is often referred to as the *tri pusat pendidikan* which are family, school and society (Tirtaraharja 2000, 51).

The society should play a role in the world of education. They are the sociological foundation of the national education system, where they interact with each other and are interdependent and bound by values and norms that

are adhered to together. Through education, the society will preserve the social and cultural noble values that are entrenched in which they are carved into the formation of noble morals on the student's personality. So it can be concluded, that the role of society is felt to be very important in the success and improvement of quality in the world of education. The role of the society can be viewed from several aspects: first, the society as the organizer of education, second, the society as a source of learning, third, the institutions / groups of people who have an educational role and function.

The number of private schools makes competition even tighter, because private schools must always improve their quality. Private schools have many challenges in implementing their education process, including (Alamsyah 2016):

- a. The headmaster as the holder of the "Top Management" position in the school is directly responsible to the school owner (Foundation). When the headmaster encounters various problems in the process of implementing education then the headmaster has the authority to determine his policy.
- b. By applying private classifications to educational institutions. Making private schools experiencing problems related to BOS funds. Because private schools are allowed to carry out the educational process of fees (tuition fees) to students. So many private schools, claim to be "Market Label". Becoming International schools, National plus schools, National schools, Integrated schools, Religious based school. In the process of

private schools there are educational fees (entrance fees, tuition fees and textbooks) with expensive fare.

- c. Student quantities affects the sustainability of private schools. Because if there are few students, the financial flow of private schools also experiences difficulties, so that the sustainability of private schools becomes problematic, therefore private schools compete hard to get as many new students as possible.
- d. The competition for new students must be accompanied by innovative programs / creativity of private schools. The better the programs and facilities provided, the more students are interested.
- e. In addition to innovations in various programs, the quality of education human resources and education staff must continue to improve teaching skills and other approaches. Because the quality of human resources is very influential on the quality of private schools.
- f. Infrastructure and various private school facilities must be maximized because students pay dearly to be able to study in private schools.

B. Previous Related Study

Related to this research, this study actually capable to find perception students, but this study cannot be separated from the others previous supporting studies. Some research compilations drawn from some references.

The first researcher is Budijanto (2012). The entitled “The effects of this research was to understand the effect of LMX and job satisfaction on

organizational citizenship behavior (OCB) teacher in private elementary schools at the district Menteng, Central Jakarta”. It was a quantitative research. The research finding: (1) there is a positive direct influence of leader member exchange on OCB, (2) there is a positive direct influence of job satisfaction on OCB, (3) there is a positive direct influence between leader member exchange with job satisfaction. The differences within this research are; 1. Subject Budijanto’s research is teacher, otherwise this research is headmaster. 2. Budijanto’s research applied quantitative research, otherwise this will applying qualitative research. 3. Setting Budijanto’s research in private elementary schools at the district Menteng, Central Jakarta, otherwise this research will be in SMP Muhammadiyah 1 Simpon Surakarata. 4. Budijanto’s research focused the effects of this research was to understand the effect of LMX and job satisfaction on organizational citizenship behavior (OCB) teacher in private elementary schools, otherwise this research will be focus the implementation leader member exchange of headmaster performances.

The second researcher is Alean Kristiani (2014). The entitled “The influence of emotional intelligent and leader member exchange on organizational citizenship behavior (OCB) in role of job satisfaction as mediating”. Methods of data collection through direct questionnaires to the respondents. Methods of data analysis using Structural Equation Modeling (SEM) with Amos Program Based on the result of data analysis, showed that : emotional intelligence have positive and significant effect on job satisfaction,

Leader Member Exchange(LMX) have positive and a significant effect on job satisfaction, Job satisfaction have positive and significant effect on OCB, Emotional intelligence have positive and significant effect on OCB, LMX have positive and significant effect on OCB, Job satisfaction mediates the effect of emotional intelligence on OCB, Job satisfaction mediates the effect of LMX on OCB. The differences within this research are; 1. Subject Alean's research is staffs of PT Pos Indonesia, otherwise this research is headmaster. 2. Alean's research applied case study research, otherwise this will applying descriptive qualitative research. 3. Setting Alean's research in PT Pos Indonesia, otherwise this research will be in SMP Muhammadiyah 1 Simpon Surakarata. 4. Alean's research focused the influence of emotional intelligent and leader member exchange on organizational citizenship behavior (OCB) in role of job satisfaction as mediating, otherwise this research will be focus the implementation leader member exchange of headmaster performances.

The third researcher is Hermania Bhoki (2014, the entitled "The Effect of Leader Member Exchange and Work Satisfication on Productivity of Teachers in Basic School of Private Schools in Jakarta Barat" The objective of this research was to understand the effect of Leader Member Exchange (LMX and job satisfaction on productivity. It was a quantitative research was conducted in sixteen schools located in Jakarta Centre . The research uses a survey method with path analysis was applied in testing hypothesis. It was conducted to 153 Teachers at Private Catholic Elementary Schools as the respondents which were selected in a simple random way. The result of this study are: (1).

There is a positive direct effect of Leader Member Exchange (LMX) on productivity. (2). There is a positive direct effect of job satisfaction on productivity, and (3). There is a positive direct effect of Leader Member Exchange (LMX) on job satisfaction

Based on theoretical theory above that important research about the implementation of leader member exchange for headmaster's performance. The differences between previous study are the subject, research method, focused and setting place. In this research, the researcher more focused leader member exchange of headmaster performance in the SMP Muhammadiyah 1 Simpon Surakarta.

CHAPTER III

RESEACRH METHODOLOGY

A. Research Design

This research used qualitative research. The researcher as the main instrument, collecting the sample and data source, collecting the data used with triangulation, analysis of the data have inductive quality and the result of the data more emphasize on meaning than a generalization. Qualitative research is an inquiry process of understanding based on direct methodological traditions that explore a social and human problem (Creswell 2014, 32).

Qualitative data in this research, consist of detailed descriptions of situation and events SMP Muhammadiyah 1 Surakarta. Not only that, that descriptions interactions behaviors; direct quotations from people about their experience, event, and beliefs between headmaster and subordinates in SMP Muhammadiyah 1 Simpon Surakarta. Furthermore, to got the data of reason implemented Leader Member Exchange related about their experience, event, and beliefs subordinates, student and parent in SMP Muhammadiyah 1 Simpon Surakarta. In this research, type of the research is descriptive qualitative research which focused to the implementation of leader member exchange and reason implemented Leader Member Exchange.

B. Research Setting

1. Setting Place

The setting place of this research is in SMP Muhammdiyah 1 Simpon Surakarta. It is the one private school in Surakarta. It is located at Jl. Flores No. 1, Kampung Baru, Pasar Kliwon, Surakarta. Total teachers and all staffs are 48 persons. Total students from seventh grade, eighth grade, and ninth grade are 531 students. The name of headmaster's is H. Ahmad Sukidi, S.Ag, M.Pdi. SMP Muhammdiyah 1 Simpon Surakarta is one of the best private schools in Surakarta. Many school programs to promote school and to increase quality of school. The headmaster used leader member exchange to relate with subordinates and coordinates all programs. So, the researcher interest to research in this school.

2. Setting Time

Based on after the proposal thesis, the setting time of this research held in March - May 2020. Many school activities at SMP Muhammadiyah 1 Surakarta in these months, such as; try Out, UN, PPDB etc. That's good opportunity to depth interview and collecting document that to get the data of research

C. Research Subject and Informant

The subjects and informants were considered trustworthy by researchers with the intention of exploring and obtaining the required data information.

1. Research Subjects

The main research subject in this research is headmaster of SMP Muhammadiyah 1 Simpon Surakarta

2. Research Informants

The Informants of this research are the deputy of headmaster, teachers, staf, student and parent of SMP Muhammdiyah 1 Simpon Surakarta

D. Technique of Collecting Data

There are several techniques in collecting data such as observation, interview, questionnaire, group discussion, and document analysis (Santosa, 2014) .In this study uses three collecting data are interview, and documentation. Technique of data collection is the way to collect the data which suitable with variable of research. In this research, the data were collected through;

1. In depth interview

Interview is a conversation, the art of asking question and listening.

The most important data source in qualitative research is the informant (Sutopo 2003, 60). Interview one of techniques in collecting data used verbal communication between the researcher, headmaster, deputy of

headmasters, teachers, and staffs. In this research, to get details data used the depth interview conducted to collect information from some people. One of the purpose of depth interview is to find out what is in their mind what they think or how they feel about. And that have correlation with the purpose this research to know the implementation of leader member exchange.

In this research, the researcher prepared what the question are before the interview is being conducted and the question may be developed during the interview and new question may emerge depend on the progress of interview and situations. It is possible to add new question out of the question list if the researcher get new information out of the question that had been arranged. The aim of this type is to get detail information from the depth interviewee. That is, in conducting interviews researchers have prepared research instruments in the form of written questions. In this study conducted interviews with headmaster, deputy of headmaster, teachers, staf, student and parent of SMP Muhammadiyah 1 Simpon Surakarta who were considered to be able to provide the information needed. To get data on the process of leader member exchange at SMP Muhammadiyah 1 Simpon Surakarta and find out its reasons. Operational of interview are:

- a. The researcher makes some questions. When dealt to the subject and informants, the researcher used simple and creative language

questions in order to make subject and informants understand the easily answer the questions.

- b. The researcher interview with subject and informants to get the data. The questions focused 4 dimensions (Contribute, loyalty, affection and respect) and relationship between headmaster and subordinates.
- c. This verifying interview was used to check the subject and informants get unclear answer

2. Documentation

In this research, the documentation guide is subjects' grade transcript. The documents used in this research are :

- 1. Letter headmaster's policy statement regarding new students
- 2. School profile
- 3. Letter school agenda
- 4. Brochure PPDB
- 5. Dapodik data

The documents on the implementation of school activities, as well as other documents needed in SMP Muhammadiyah 1 Simpon Surakarta.

E. The Trustworthiness of Data

Triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or compare the data(Sutopo 2003, 99). Triangulation is divided into four techniques;

- a. Data source triangulation

Data triangulation means that the researcher compared and rechecked the credibility of information found in one data source with other data sources. It means that the researcher collected the data as much as possible for get the information.

b. Investigator Triangulation

Investigator triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there the same interpretation that can increase the research validity.

c. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same source to test the data validity.

d. Theoretical Triangulation

This triangulation mean uses more than one perspective of theory to discuss the research problem.

From those types of triangulation method, in this research, the researcher used data source triangulation to validity data.

No	Component	Method					
		Interview	Documentation				
1.	Contribution	✓	✓ (Dapodik data)				
2.	Loyalty	✓	-				
3.	Affection	✓	-				
4.	Respect	✓	-				
5.	LMX for surbordinates	✓	✓ (letter invitation evaluate and motivate agenda, brochure school)				
6.	LMX for school	✓	✓ (Letter policy from school to student, school profile)				
No	Component	Source of interview					
		Headmaster	Teacher	Staff	Student	Parent	
1.	Contribution	✓	✓	✓	-	-	
2.	Loyalty	✓	✓	✓	-	-	
3.	Affection	✓	✓	✓	-	-	
4.	Respect	✓	✓	✓	-	-	
5.	LMX for surbordinates	-	✓	✓	-	-	
6.	LMX for school	-	✓	✓	✓	✓	

Tabel. 3.1 Triangulation

From those types of triangulation method, in this research, the researcher used data source triangulation to validity data. Data triangulation means that the researcher compared and rechecked the credibility of information found in one data source with other data sources. In this study consists of several components as a guide in research. to examine the

implementation data of Leader Member Exchange and the reasons for implementation of leader member exchange components such as contribution, loyalty, affection, LMX for subordinates and school. In the triangulation of data details to find data contribution, loyalty, affection and respect used the depth interview headmaster and subordinates (teacher and staff). There is an additional method to contribution which is the dapodik data documentation as supporting data. Meanwhile, to examine the reason lmx for subordinates and school used the depth interview more focused with subordinates, students and parents. Not only that, document data such as letter invite and letter policy also supports the data presented.

It means that the researcher collected the data as much as possible for get the information based on the subject (headmaster) and the informants (deputy headmaster, teachers and staffs) of SMP Muhammadiyah 1 Simpon Surakarta. The researcher compared and rechecked the credibility of information from interview and document by headmaster, deputy of headmaster as teacher, staff, student, and parent of SMP Muhammdiyah 1 Simpon Surkarata that found in one data source with other data sources. The variables are leader member exchange and headmaster's performance.

F. Technique of Analyzing the Data

In analyzing the data, researcher conducted a descriptive study of qualitative research. The researcher used this technique; researchers collect data, compile data and then present data about implementation leader member exchange in SMP Muhammadiyah 1 Simpon Surakarta. Regarding with this

research, the researcher use data analysis (Milles&Huberman 1984, 20) states that process of analyzing data is depicted in the following picture.

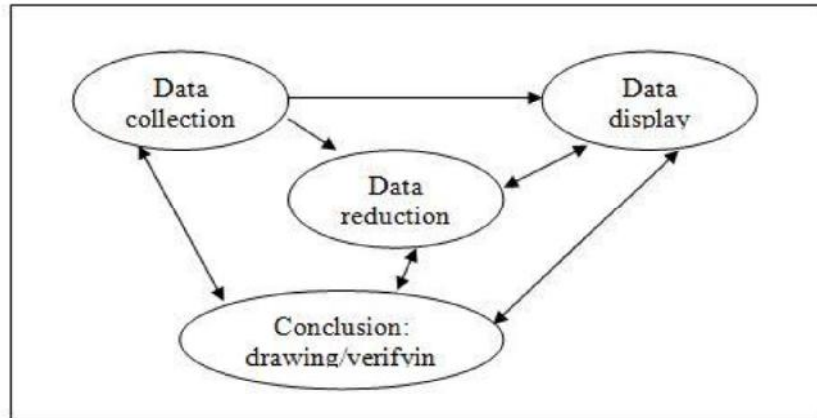


Figure 3.1. Illustration of Interactive Model by Miles &Huberman (1984:22)

(Milles&Huberman 1984, 22) states that elaborate the four types of analysis data form interactive process which was analyzing qualitative data as follows:

1. Data collection

In analyzing data, data collection means collecting data from many sources. The researcher collected data from depth interview headmaster, teacher, staff, student and parent, and documentation related this research. The researcher interviews with the subject and informants that doing of the implementation leader member exchange headmaster's performance. Moreover, the researcher asks the data interview and documentation related implementation leader member exchange in SMP Muhammadiyah 1 Simpon Surakarta.

2. Data Reduction

Reduce data means that summarizes, choose, things that are basic, focusing on things that are important, sought themes and patterns and remove unnecessary. The researcher do reduction of the data which is get from depth interview and documentation to the headmaster and subordinates. During the interviews and collecting documents have done by the researcher, a reduction of the data is needed because not all of the data can be input as the need in the research, just the necessary and important point and according to requirements of the data were analyzed. Researcher makes reduction on the data of interview that she only took the best data for analyzing deeply.

3. Data Display

In this research, the researcher the presentation of data can be do in the form of brief description, relationship between categories, and so on. The data reduced and then make the presentation of data. The most frequent form of data display for qualitative research data in the past has been narrative text. By the data display, then the data is organized, arranged in pattern of relationships that would be easily understood. The researcher organized the data and analyze the implementation leader member exchange headmaster's performance.

4. Conclusion: Drawing and Verification

In this step, the researcher make a research finding about the implementation leader member exchange headmaster's performance.

The research finding was able to achieve the research question based on qualitative data which is taken from depth interview, and documentation.. The conclusion in qualitative research may be able to answer the formulation of the problem that formulating from the beginning, but sometimes not, because as has been stated issues and problems in the qualitative research is still tentative and develop in the field. the researcher make a research finding about the implementation leader member exchange headmaster's performance.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. The Research Findings

1. The implementation of leader member exchange at headmaster's performances

In, this research, the reseacher found contribution, loyalty, affection, and respect in the headmaster, that relate implemented leader member exchange, which discussed below:

a. Contribution (belum ada indepth interview)

The Headmaster contributes to the interests and objectives of the school. Based on aspects of contribution, the headmaster has contributed idea, and action. The following details are: Mr. Ahmad Sukidi has been a headmaster since 2015 (*documentation-dapodik.go.id/SMPMuhammdiyah1Surakarta/2 June 2020*). As a headmaster many ideas or new ideas that make schools successful. The headmaster has an important role in the development of the school. In the depth interview the researcher asked the staff related headmaster contribution idea and action. The result by staff's answerd:

“Bapak kepala sekolah sangat membantu, apalagi dalam suatu idea, gagasan, pendapat. Banyak sekali masukan dari bapak kepala sekolah yang memotivasi kita, lalu dirapatkan bersama begitu.”

(Data source: In depth interview-staff-20 Mei 2020)

The headmaster conveyed a lot of motivating input. When there is an idea then it is held together with staff, then it is realized and adjusted according to the agreement of the meeting. The depth data about headmaster contribution idea and action . The result by staff's statement :

“Iya bapak aktif sekali dalam penyampaian pendapat, Nah, setiap hari senin rutin rapat. Selain untuk mengevaluasi kinerja, rapat untuk media penyampaian pendapat. Selain itu bapak selalu membimbing dan juga memberi arahan. Misal PPDB mbak, nah disaat pandemi ini Bapak mengusulkan untuk seluruh warga sekolah aktif share di media sosial”

(Data source: In depth interview -staff-20 Mei 2020)

The headmaster actives in the submission of opinions. Not only, routine meeting to express all of idea and evaluating between headmaster and subordinates . In addition situation pandemic, and supporting PPDB, the headmaster had idea that all school members actively share in social media. The headmaster has contributed to policies in an action for the benefit of the school. It starts with looking at existing regulations, such as learning how schools can develop in accordance with the character and culture of a school that based on *(Data source-documentation-letter invites school agenda)* that agenda was evaluate and motivate. That effort headmaster to express idea each other subordinates and active in action. Furthermore, In this case the headmaster is actively contributing and always coordinating through online, started by online meeting with the vice, then continuing with the vice(curriculum)

making a schedule, after that making online lessons and always monitoring. Then, the active of headmaster related the question of researcher about headmaster contribution idea and action The depth interview result by the deputy of headmaster answerd:

“Kepala sekolah sangat berperan aktif, contoh sederhana beliau selalu menghadiri agenda rapat untuk mendiskusikan berbagai program sekolah. Contoh lain ketika PPDB, nah ini kepala sekolah langsung terjun ke berbagai sekolah dasar sasaran seperti SD Muhammadiyah 8, SD Muhammadiyah 1 Ketelan, SD Jamiatul Ikhwan, untuk mempromosikan sekolah. Tidak hanya itu, ketika promosi ke media seperti Radio Mentari FM dan MH FM, beliau turut mengikuti selalu bersama staff / tim PPDB.”

(Data source: In depth interview -deputy of headmaster and teacher-12 Mei 2020)

In addition, headmaster is very active in introducing schools to the media when ANS (Acceptance of New Students), headmaster immediately go to target primary schools such as SD Muhammadiyah 8, SD Muhammadiyah 1 Ketelan, SD Jamiatul Ikhwan, to promote school. From the result interview that effort headmaster SMP Muhammadiyah 1 Simpon Surakarta to contribute action. The headmaster not only active in intra school activity, but also active in “Persyerikatan Muhammadiyah ” activites. That related the resacher questions about headmaster contribution idea and action The depth data answerd by headmaster themselves “

“Saya selalu berusaha mengikuti perkembangan DIKNAS maupun perserikatan Muhammadiyah atau DIKDASMEN Surakarta, terkait regulasi kegiatan sekolah, selain itu saya juga mengajak warga sekolah aktif dalam kegiatan persyarikatan, seperti dalam

pengkaderan, maka dari itu jargon sekolah adalah Sekolah Kader Bangsa”

(Data source: In depth interview -the headmaster-6 Mei 2020)

That showed the headmaster active in action, not only active in intra school activity, but also active in “Persyerikatan Muhammadiyah ” activities. Furthermore, that related schools tagline “ Sekolah Kader Bangsa”, the headmaster supporting all people of schools to active in action too.

2. Loyalty (belum ada indepth interview)

Loyalty is a statement or expression to fully support the goals and other individual traits in the reciprocal relationship of leaders and subordinates. The following details are:

- 1) Trust and acceptance of organizational goals and values
- 2) The headmaster believes and accepts in the interests of the organization's goals. This is done by the school headmaster so that the continuity of the school runs smoothly. Trusting in subordinates is very important, if there is no trust will cause a problem. The resercaher questions related that trust and acceptance of organizational goals and values. The result by in depth interview on headmaster answerd :

“Oh iya haru., kalau tidak percaya nanti sistemnya menjadi kacau. Sebagai contoh Waka percaya terhadap kebijakan Kepala Sekolah, saya pun juga percaya kepada segala tindakan baik Waka demi sekolah, contoh lain saya selalu percaya dengan bendahara, kalau saya ndak percaya kan jadi permasalahan. Maka dari itu kami selalu ada evaluasi tiap bulannya.”

(Data source: In depth interview-the headmaster-6 Mei 2020)

The headmaster always belief on subordinates' work, if without felt belief all of work can not clearly done. For example, the headmaster belief on finance staff. In this case not only belief but also headmaster always evaluating to controlled. That suitable with the question of researcher to staff, especially finance staff. The depth interview, staff answerd:

“Iya, Bapak selalu memberikan kepercayaan, apalagi saya sebagai kepala TU, bertanggung jawab mengelola pengadministrasian sekolah.”

(Data source: In depth interview -appendix3-12 Mei 2020)

- 3) Another example is the headmaster trusts the treasurer, and as a form of accountability the school treasurer makes recaps for evaluation. The headmaster always evaluates every month. Not only that, the headmaster willingness for organizational effort. The Headmaster always tries his best so that everything can run smoothly in accordance with the educational objectives of both the government and the Muhammadiyah association's goals, as planned at the beginning of the year. That questions by researcher to headmaster trust and acceptance of organizational goals and values. In depth interview headmaster answerd “

“Iya pasti dengan berbagai startegi, saya berkeinginan keras agar semua berjalan dengan lancar sesuai dengan tujuan pendidikan baik tujuan pemerintah maupun perserikatan Muhammadiyah, sesuai dengan yang di rencanakan di awal tahun. Misal program ekstrakurikuler menjuarai suatu perlombaan tingkat Kota, Jateng, atau Nasional, ya kami akan mengusahakan bersama tim agar itu semua

dapat terwujud, contoh lain bersama tim melakukan berbagai cara agar sekolah dapat lebih dikenal masyarakat.”

(Data source: In depth interview -the headmaster-6 Mei 2020)

For example, the extracurricular program wins a competition at the City, Central Java, or National level. In order to be realized, all efforts are made together with the team. The headmaster is the chairperson of the Surakarta PDM Cadre Education Council. His persistence is shown by bringing the school's mission to create the nation's cadres. School activities are adjusted to family activities. Students also actively participate in a variety of Muhammadiyah activities. This shows that in addition to the goals of school, the headmaster, and the association.

4) Encouragement to maintain membership in the organization

As the headmaster always motivates in various ways, for example every morning the school headmaster always motivates using a sound center that is connected to all residents in the school, the school headmaster tells the children to follow the lessons well, and the teachers can guide the children as maximal as possible. The headmaster through the WA group always reminds teachers and staff to start the day with prayer and is full of enthusiasm and on time. That related in depth interview on the question researcher about encouragement to maintain membership in the organization. The headmaster depth answerd :

“Setiap pagi kami selalu memberi motivasi, mic di nyalakan dan saya sampaikan kepada anak-anak agar mengikuti pelajaran dengan baik, serta bapak/ibu guru dapat membimbing semaksimal mungkin, selain itu melalui grup WA, kami mengingatkan selalu agar tidak terlambat sampai di sekolah. Setiap hari senin diadakan rapat koordinasi, setiap awal tahun ada pertemuan yang mengundang motivator/psikolog. Setiap bulan ada pengajian keluarga bersama, sebagai motivasi spiritual, hal tersebut juga untuk menguatkan silaturahmi antar keluarga, karena dukungan keluarga juga sangat berpengaruh terhadap kinerja”

(Data source: In depth interview -the headmaster-6 Mei 2020)

The headmaster also arranges activities with the team that can refresh all school members, for example at the beginning of each year there is a meeting that invites motivators or psychologists. Every month there is a joint family prayer, as a spiritual motivation, it is also to strengthen the friendship between families, because family support is also very influential on performance. Furthermore, related work subordinates the headmaster supporting that questions encouragement to maintain membership in the organization. The depth answerd by staff :

“Bapak itu selalu nyaman kalau pas ngobrol, nah pas gitu saya cerita atau sharing kalau ada masalah terkait sekolah. Nah karena emang bapak itu orangnya welcome jadi banyak nasihat-nasihat bapak yang memotivasi sekali begitu.”

(Data source: In depth interview -staff-20 Mei 2020)

Headmaster also comfort when talking or sharing with subordinates. Not only that, headmaster always accepting and giving solution subordinate's problem relate school. That same as like a students felt comfort because the headmaster friendly, the questions headmaster friendly. The student statement:

“Pak kepala ramah mbak, kalo pas datang didepan sekolah disapa gitu, jadi ya kita nyaman aja mbak “

(Data source: In depth interview -the student-26 Mei 2020)

The student also comfort when staying at school because headmaster' behavior. The headmaster not only giving motivation to subordinates but also student all of people at school.

b. Affection

Affection is a feeling, concern between leaders and subordinates based primarily on the attractiveness between individuals and not just on the job or professional values. Affective domains into 4 categories, that's are: receiving, responding, valuing, organizing. The following details are:

1) Receiving

As the headmaster, Mr Ahmad Sukidi always included all school members in the delivery or thought in a plan. All plans related to school are made every year. That related questions by researcher receiving idea from staff. In depth interview by headmaster answerd:

“Diawali dengan melihat regulasi yang ada, seperti mempelajari bagaimana sekolah dapat berkembang sesuai dengan karakter dan budaya suatu sekolah. Awal saya menjadi kepala sekolah sampai sekarang 2020, saya selalu mengikutsertakan seluruh warga sekolah dalam penyampaian atau pemikiran dalam suatu rencana. Rencana segala terkait dengan sekolah dibuat setiap tahunnya. Hal tersebut berdasarkan penyampaian-penyampaian dari warga sekolah, lalu ditindak lanjuti berdasarkan ketentuan DIKNAS maupun perserikatan Muhammadiyah atau DIKDASMEN Surakarta, jadi sekecil apapun yang disampaikan warga sekolah pasti ada manfaatnya selama itu demi menunjang kesuksesan sekolah.”

(Data source: In depth interview -the headmaster-6 Mei 2020)

This is based on submissions from school residents, then followed up based on the provisions of the DIKNAS and the Muhammadiyah Association or DIKDASMEN Surakarta, so no matter how small the school community conveys the benefits it will have as long as it is to support the success of the school. That statement that support statement by deputy of headmaster, The depth deputy of headmaster statement:

“Iya, selalu memberikan peluang terhadap staff, dalam structural terdekat memang staff terlebih dahulu, atau asisten staff. Misal ada masukan, bagaimana jika kita mengadakan kultum untuk mengisi waktu di sela pembelajaran online, kemudian disetujui oleh bapak kepala sekolah. Dan saya sebagai waka AIK akhirnya melakukan penjadwalan, dan program tersebut berjalan dengan baik sampai saat ini, setiap hari setiap jam 9 bergiliran kepada guru yang berkompeten putra/putri ada 20 orang. Ini menunjukkan bahwa staff dan guru selalu di beri kepercayaan dan kesempatan, kita juga selalu belajar kesekolah-sekolah lain, untuk program yang bisa kita kemas atau kita adaptasi, kemudian kita sesuaikan dan kita laksanakan untuk kepentingan sekolah”

(Data source: In depth interview -deputy of headmaster and teacher-12 Mei 2020)

The headmaster always provides opportunities for staff, in the nearest structural it is staff first, or assistant staff. For example, there is input, how about holding a consultation to spend time on the sidelines of online learning, then agreed by the school headmaster. Then subordinates as AIK's vice finally did the scheduling, and the program runs well until now, every day every 9 o'clock turns to competent teachers, there are 20 people. This shows that staff and teachers are always given trust and opportunity. That

the supporting statement by the staff related headmaster received idea by subordinates. The depth statement by staff :

“Iya mbak menerima, apalagi kalau saya kan terkait tata kelola, ya saya melanjutkan kinerja yang sebelumnya tapi juga disesuaikan dengan keadaan dan pemikiran bapak maupun saya”

(Data source: In depth interview -staff-20 Mei 2020)

The headmaster also always studies to other schools, for programs that can be packaged or adapted, then adjusted and implemented for school program innovation.

2) Responding

In everything that is done the headmaster gives up all his efforts and prays to Allah SWT. The Headmaster hopes that an educational institution will be given fluency and success in educating. The depth statement by headmaster :

“Yang utama saya menyerahkan semuanya kepada Allah SWT, berdoa agar suatu lembaga pendidikan ini diberi kelancaran dan kesuksesan dalam mendidik. Dan berpasrah atas segala kekuatan dari Allah. Nah selama ini saya menerapkan untuk nguwongne uwong (menghargai orang lain), sama-sama bekerja dengan ikhlas dan penuh tanggung jawab, serta mengharap keridhoan dari Allah. Nah ini sebagai motivasi agar semua dapat merasa memiliki sekolah.”

(Data source: In depth interview -the headmaster-6 Mei 2020)

And surrender to all the strength from God. Headmasters apply to “nguwongne uwong” (humanize human) it means respect others, work together with sincerity and full responsibility, and expect the pleasure of God. This is a motivation for all to feel they have a school, so no matter how small

the opinions expressed by the school community there will be benefits as long as in order to support the success of the school. The depth statement by parent :

“Iya mbak, jika anak ada masalah disekolah biasanya saya di panggil kesekolah. Hal itu hanya sekedar itu meningkatkan silaturahmi . lalu kepek menyampaikn untuk di diskusikan bersama. Dan sama-sama menasehati anak agar jauh lebih baik lagi begitu. Jadi semuanya dibicarakan dengan baik. “

(Data source: In depth interview-parents-22 Mei 2020)

The statement by parent support statement about headmaster was responding all problem related school, but in this case the headmaster responding related students and parents.

3) Valuing

The headmaster gives an assessment and even awards for teachers and employees who have the best achievements. For examples in the form of gratitude as psychological support, or in financial matters, or it could also be in terms of promotion, previously the teacher not a permanent teacher become a permanent foundation teacher. The depth statement by staff :

“Memberi mbak reward ada berupa uang pembinaan udah ada ketentuannya, ada juga kaya peningkatan GTT jadi GTY, begitu seterusnya mbak.”

(Data source: Interview-staff-20 Mei 2020)

This is in accordance with the achievement of the teacher or staff. Even in its policy, the award has technical instructions, so for example how much achievement will get financial amount. It has all been determined.

“Iya ada mbak, dan itu sudah ada petunjuk teknisnya, jadi misal ini berprestasi akan mendapatkan financial sebesar berapa. Itu semua sudah ditentukan. Dan selalu di beri penghargaan”

(Data source: In depth interview -deputy of headmaster-12 Mei 2020)

In the provision of rewards there are provisions. For example the teacher fostering students in a race, in the city. out of town, far away there are provisions agreed upon together. This shows that the headmaster gives an assessment to the subordinates who work hard in relation to the school.

4) Organizing

The headmaster was controlling and managing for the benefit of the school. It starts with looking at existing regulations, such as learning how schools can develop in accordance with the character and culture of a school. Then make plans everything related to the school is made every year. This is based on submissions from school residents, then followed up on the terms of the DIKNAS or the Muhammadiyah association or DIKDASMEN Surakarta. The related question by researcher for headmaster. The headmaster depth statement:

“Diawali dengan melihat regulasi yang ada, seperti mempelajari bagaimana sekolah dapat berkembang sesuai dengan karakter dan budaya suatu sekolah. Awal saya menjadi kepala sekolah sampai sekarang 2020, saya selalu mengikutsertakan seluruh warga sekolah dalam penyampaian atau pemikiran dalam suatu rencana. Rencana segala terkait dengan sekolah dibuat setiap tahunnya. Hal tersebut berdasarkan penyampaian-penyampaian dari warga sekolah, lalu ditindak lanjuti berdasarkan ketentuan DIKNAS maupun perserikatan Muhammadiyah atau DIKDASMEN Surakarta, jadi sekecil apapun yang disampaikan warga sekolah pasti ada manfaatnya selama itu demi menunjang kesuksesan sekolah.”

(Data source: In depth interview-the headmaster-6 Mei 2020)

For the involvement of headmasters, it becomes a reference for school policies, for example TLP. After there was an announcement from DIKNAS regarding the status of the KLB in Surakarta, the headmaster always followed and played an active role in moving forward according to what the department and foundation said. Like learning from home or online that is done in stages, the headmaster actively contributes and always coordinates through online, begins an online meeting with the vice, then continues with the vice of curriculum making a schedule, after that making online lessons and always monitoring. The staff statement :

: "Kinerja kepala sekolah selalu terstruktur bersama seluruh staff, ada perencanaan di awal tahun. Walaupun nanti situasional seperti covid ini. Padahal di awal tahun kita sudah rencanakan KBM dengan baik, bahkan sampai pendanaan. Tapi program harus berjalan meskipun KLB, ya kita sesuaikan dengan keadaan, tapi memang selama ini kinerja kepala sekolah bersama tim selalu ada perencanaan yang baik. Serta rutin pertemuan untuk tindak lanjut dan evaluasi."

(Data source: In depth interview-staff-20 Mei 2020)

The headmaster's performance is always structured with all staff, there is planning at the beginning of the year. Although later situational like this covid-19. Even though at the beginning of the year TLP had been well planned, even to funding. But the program must run despite KLB, the program adjusts to the conditions, yet so far the performance of the headmaster and the team is always well-planned. As well as routine meetings for follow-up and evaluation.

c. Respect

Respect for the profession is the perception of the extent to which each reciprocal relationship has had and built a reputation within and outside the organization, beyond what has been established in the work, aspects of respect are: empathy, controlling emotions, don't blame, humility. The following details are:

1) Empathy

The attitude of empathy or care for teachers and employees is shown by various things such as establishing friendship outside the school environment; in fact many WA groups are divided. From teacher and staff groups, Simpon teacher/civitas group work problems, vice groups, student groups to coordinate school-related information, even teacher alumni groups such as teachers who are no longer in Simpon retire or move, any alumni group of students is still deeply intertwined with good. The deputy of headmaster depth statement :

“Iya tentu saja sangat berempati, beliau menyesuaikan selalu maksimal untuk berempati kepada seluruh warga sekolah. Jika diluar sekolah saja bapak kepala sekolah ini sangat loyal mentraktir makan. Saya juga pernah sakit, bapak kepala sekolah juga datang untuk menjenguk.”

(Data source: Interview-deputy of headmaster and teacher-12 Mei 2020)

Every year there is a meeting to establish a friendly relationship. If a member of a large family has experienced a disaster the headmaster comes

to, this is a manifestation of empathy. The statement supporting by parent, depth statement, about headmaster respect to condition parents of student :

“selalu ada rapat wali murid dulu mbak, jadi seperti kesepakatan bersama, tidak hanya uang sumbangan, misal study tour. Pihak sekolah selalu mendiskusikan dulu. Jika ada siswa yang tidak mampu aka nada keringanan tapi ya harus ngurus pengajuan “

(Data source: In depth interview-parent-26 Mei 2020)

not only empathy for subordinates, headmaster also empathy for underprivileged students and achievers financially provide payment relief. If students experienced a disaster the headmaster comes to, this is a manifestation of empathy too.

2) It's not easy to blame others

There are problems related to school, usually Mr Ahmad Sukidi mapped the problem first. Then in this mapping localized first, what is the problem about. The headmaster does not immediately blame but looks for reasons in advance why subordinates can make these mistakes. If the problem is personal, the headmaster calls face to face. The depth statement by headmaster:

“Biasanya masalah itu, kita petakan dulu, Nah dalam pemetaan ini di lokalisir dulu, masalahnya tentang apa. Jika masalah itu tentang pribadi , kita panggil face to face. Misal dalam hal terlambat ya kita panggil ada masalah apa yang menyebabkan bisa terlambat. Biasanya jika ada yang terlambat dan kelas kosong, saya masuk ke kelasnya, saya mengisi kelas dengan memberi motivasi untuk siswa”

(Data source: In depth interview-the headmaster-6 Mei 2020)

For example teacher / employee arriving late at school, the headmaster calls and asks what problems can cause being late. Usually if

there is a late class and the class is empty, the headmaster enters his class, as a form of responsibility so that the class is not empty, by filling the class and giving motivation to students. Statement by deputy of headmaster supporting the statement before about headmaster not blame, the details :

“Bapak kepala sekolah selalu mengamati dulu, ini permasalahannya terkait bidang atau hal apa. Setelah itu membahas dengan bidang yang terdekat, misal permasalahan terkait agama. Otomatis kepala sekolah akan memanggil saya terkait Waka AIK. Kalau akademik otomatis akan membahas dengan Waka Kurikulum. Bapak kepala sekolah ini juga selalu berkonsultasi untuk meminta masukan dari tim, jika ada masalah jadi bisa diselesaikan dengan baik dan bersama-sama.”

(Data source: Interview-the deputy of headmaster-12 Mei 2020)

Headmaster of the school always observes first, this is the problem related to the field or what. After that discuss with the closest field, for example issues related to religion. Headmaster will automatically call Waka AIK. Academic matters will automatically be discussed with the Waka Curriculum. This headmaster is also always consulted to ask for input from the team, if there are problems so it can be resolved properly and together. That showed the headmaster not easy to blame others.

3) Humility

The headmaster is always consulted to ask for input from the team, if there is a problem so it can be resolved properly and together. The question by researcher. The headmaster statement :

“Bapak kepala sekolah ini juga selalu berkonsultasi untuk meminta masukan dari tim, jika ada masalah jadi bisa diselesaikan dengan baik dan bersama-sama.”

(Data source: In depth interview-the deputy of headmaster-12 Mei 2020)

This headmaster is also always consulted to ask for input from the team, if there are problems so it can be resolved properly and together. The supporting statement by staff, the same question. The depth statement :

"Hubungannya apalagi sama keluarga baik sekali mbak, apalagi setiap 2 bulan sekali mengadakan pengajian keluarga, nah jadi bisa ningkatin silaturahmi antar keluarga begitu"

(Data source: In depth interview -the headmaster-6 Mei 2020)

According to that statement, the headmaster placed subordinates not as a subordinate but as a colleague even he always asked for input in all obstacles for school success. The headmaster applies "nguwongne uwong (humanize human)" which means always respecting others.

2.The reason of leader member exchange at headmaster's performances

In the operational management of schools applying LMX, because in the LMX education agencies the relationship between leaders in the school is very important with the principal and his subordinates. The relationship of the headmaster, educators and education staff and all that is important in a school.

a headmaster has good relations with educators and education staff to be able to motivate and be able to foster loyalty, so that the goals of the school can be achieved optimally.

Schools whose headmaster not implements Leader-Member Exchange. The initially is school B. The headmaster at school B uses an autocratic leadership style, this style is seen as a style based on strength of position and use of authority (Thoha 2013, 49). According journal of Yuni Elisa (2016) the school headmaster indeed allowed the vice-headmaster, teachers, and staff to give their opinion. But the headmaster changes what he has proposed before, according to what the headmaster wants. The depth statement by staffs :

Respondent 3: "Pernah dulu itu mbak, sebelumnya saya di tempat lain, nah kepek lain tersebut Jadi kalau ada keputusan apa-apa tidak di bahas dulu. Kaya baca al quran bersama tidak di sesuaikan dengan KBM, jadinya jam KBM jadi tidak sinkron, ruwet gitu mbak"

(Data source: In depth interview-staff-18 Mei 2020)

Examples are proposals from Islamic teachers to recite the Holy Quran in the morning schedule, on the other hand, a headmaster agrees but it should be present in the morning and evening after school. The headmaster's policy is not balanced with the portion of the lesson schedule, there is an imbalance in learning hours. Teachers and students complained, the lack of time in the teacher conveying class learning. Students also are not able to understand the lesson in a short time. This is one example that the headmaster, without authority and trust in the LMX, decides policies which are considered ineffective and even inappropriate.

The school implemented LMX and found several benefits, divided 2 benefits for subordinates and benefits for school, the following details:

a. The benefits of LMX for subordinates

SMP Muhammadiyah 1 Simpon Surakarta has a total of 48 teachers and staff. The headmaster contributes, loyalty, affection, and respect to subordinates. This provides many benefits for subordinates' performance, including:

1) Subordinates have Motivation, More Active, Creative and Inovative

The headmaster gives motivation to the subordinates so that they are more enthusiastic in carrying out their duties. The headmaster also strives to subordinate good motivation to work, with a motivational event. As on the annual school agenda is work motivation. (*Data source - Documentation-Invited motivation agenda*). Not only agenda motivation, but on the daily school activity the headmaster effort to make subordinates have good work motivation. The staff depth statement :

"Bapak itu selalu nyaman kalau pas ngobrol, nah pas gitu saya cerita atau sharing kalau ada masalah terkait sekolah. Nah karena emang bapak itu orangnya welcome jadi banyak nasihat-nasihat bapak yang memotivasi sekali begitu."

(Data source: Interview-staff-18 Mei 2020)

The active role of headmasters who always motivates the subordinates in carrying out various school-related activities. From starting school programs or teaching to students. The school headmaster also

rewards active, creative and innovative subordinates. The reward is in the form of financials as well as an increase in employment status.

Headmasters provide opportunities for subordinates to express their opinions, so they can develop more creatively. According to *(documentation-brochure program scholl)*. In this case, teachers and staff are given the opportunity to play an active, creative and more innovative role in accordance with their duties, so subordinates can develop according to their fields. That made increase technology ability of subordinates that more creative. The headmaster also always gives additional opinions which are adjusted to the conditions, so the program that is carried out runs well

2) Subordinates Feels Comfortable When Working

In this case, the headmaster responds to a problem not with emotions and is not easy to blame others.

“Kepala sekolah tidak tipe yang langsung emosi, Bapak itu biasanya langsung panggil person, di telusuri dulu lalu di selesaikan secara baik-baik. Jadi dalam bekerja kita juga nyaman mbak”

(Data source: In depth interview-staff-18 Mei 2020)

The headmaster first mapped out the problem, so it does not extend to an unauthorized matter.

“Bapak kepala sekolah selalu mengamati dulu, ini permasalahannya terkait bidang atau hal apa. Setelah itu membahas dengan bidang yang terdekat, misal permasalahan terkait agama. Otomatis kepala sekolah akan memanggil saya terkait Waka AIK. Kalau akademik otomatis akan membahas dengan Waka Kurikulum. Bapak kepala sekolah ini juga selalu berkonsultasi untuk meminta masukan dari tim, jika ada masalah jadi bisa diselesaikan dengan baik dan bersama-sama.”

(Data source: In depth interview-the deputy of headmaster-12 Mei 2020)

Headmaster of the school always observes first, this is the problem related to the field or what. After that discuss with the closest field, for example issues related to religion. Headmaster will automatically call Waka AIK. Academic matters will automatically be discussed with the Waka Curriculum. This headmaster is also always consulted to ask for input from the team, if there are problems so it can be resolved properly and together. In addition, the headmaster also did not hesitate to ask for various opinions from other parties. This is what causes subordinates comfortable when working

- 3) The relationship between the headmaster and subordinates is well maintained

The headmaster is good at communicating and subordinates feel comfortable when conveying something. Headmasters maintain friendship not only when in the school environment, but also get to the approach to family of the subordinates. Because according to the headmaster, family support is very important for the success of a performance. The depth statement according deputy of headmaster :

“Iya beliau selalu maksimal dalam memperhatikan kepada seluruh warga sekolah. Jika diluar sekolah saja bapak kepala sekolah ini sangat loyal mentraktir makan. Saya juga pernah sakit, bapak kepala sekolah juga datang untuk menjenguk.”

(Data source: In depth interview-deputy of headmaster and teacher-12 Mei 2020)

The headmaster always empathizes with or cares for teachers and employees, shown by various things such as establishing hospitality outside the school environment, and even so many WA groups are divided. From teacher and staff groups, Simpon teacher / civitas group work problems, staffs groups, student groups to coordinate school-related information, even teacher alumni groups such as teachers who are no longer in Simpon retire or move, any alumni group of students is still deeply intertwined with good. Every year there is a meeting to establish a friendly relationship. The depth statement according staff :

“Hubungannya apalagi sama keluarga baik sekali mbak, apalagi setiap 2 bulan sekali mengadakan pengajian keluarga, nah jadi bisa ningkatin silaturahmi antar keluarga begitu”

(Data source: In depth interview-staff-20 Mei 2020)

If a member of a large family has experienced a disaster the headmaster comes to, this is a manifestation of empathy. So that, the relationship between the headmaster and subordinates is well maintained.

b. The benefits of LMX for school

1. Students Quantity and Innovative Programs

Student quantities affect the sustainability of private schools. Because if there are few students, the financial flow of private schools also experiences difficulties, so that the sustainability of private schools becomes problematic, therefore private schools compete hard to get as many new students as possible. That showed the data of quantity of students by (Data source- Documentation- School profile- SMP Muhammadiyah 1 Simpon

Surakarta). The headmaster who strives with full work innovation. It is the one private school in Surakarta. It is located at Jl. Flores No. 1, Baru village, Pasar Kliwon, Surakarta. Total teachers and all staff are 48 persons. Total students from seventh grade, eighth grade, and ninth grade are 531 students that according by (Data source documentationdapodik.go.id/SMPMuhammdiyah1Surakarta/1 May 2020).

SMP Muhammadiyah 1 Simpon Surakarta held various school activities and ekstrakurikuler favorite program. Quality of school depends of effort headmaster and subordinates with same goal. The depth statement according deputy of headmaster:

“Iya secara umum memang bapak kepala sekolah ini sangat baik kepemimpinannya. Apalagi di masa bapak Sukidi ini sangat banyak sekali idenya. Dan program program baru terealisasi dengan baik di tahun pak Sukidi ini. Misal sekolah kelas program khusus. Selain itu, style Pak Sukidi dalam menerjemahkan Visi Misi sekolah ini juga baik. Dalam kualitas sekolah di wujudkan dengan jumlah siswa yang meningkat dari tahun ke tahun dan dikenal masyarakat. “

(Data source: In depth interview-deputy of headmaster and teacher-12 Mei 2020)

SMP Muhammadiyah 1 Simpon Surakarta held various school activities such as training and launching and water rocket competitions in Solo Tekno Park, Futsal between elementary schools in the city of Surakarta, Eid al-Adha prayer activities and qurban in schools, Camp Services in Karangpandan, Outing Class, Science and Religion Olympic Contest in SD / MI in Surakarta City, Acceptance of New Students, PPDB, Achievement Try Out and many more. And the best program that showed in (Data source- documentation brochure school- SMP Muhammadiyah 1

Simpon Surakarta) in the Headmaster's time is the Special Program class which is a favorite program.

2. Students and Parent comfort

Creating a fun school that is safe, comfortable, and disciplined is very important so students can achieve the best performance and teachers can display the best performance. To create good conditions, attention, care, and cooperation from all elements (stakeholders) are needed, starting from the leaders/headmasters, teachers, students, parents, school committees, and the surrounding community as supporters of education. All these elements are responsible for creating a safe, comfortable and effective atmosphere for the implementation of good education. In this case learning will be successful if the school atmosphere is safe, comfortable and orderly. The depth statement according student:

“Iya nyaman mbak, seneng.... Di sekolah kegiatannya seru jadi tidak membosankan, guru-guru nya juga dalam mengajar strategi belajarnya mudah di pahami. Temen-temen disekolah baik-baik juga. Bangunan sekolah jadi tempat yang nyaman untuk belajar dengan segala fasilitasnya mbak”

(Data source: In depth terview-student-22 Mei 2020)

At SMP Muhammdiyah 1 Simpon Surakarta students feel happy and comfortable because of interesting school programs, fun activities, good educators, easy-to-understand learning models, good school facilities.

Private schools have more challenges than public schools, because private schools must compete to be the right choice for parents to send their children to school with various considerations. Choosing a child's school can be a

difficult homework for parents. Because formal school will determine the future and shape the character of children. When studying outside the home, school conditions are very influential on children. School is the most important place for children's development. Parents are the main actors, but parents will only educate children when in the scope of the house. While children learn not always at home, but also outside the home, in the community and at school. The parent depth statement :

“Iya, sebelum saya memasukkan anak saya ke sekolah ini, saya sudah survey dulu. Lalu mempertimbangkan dengan beberapa sekolah lainnya. Seiring beberapa pilihan akhirnya saya yakin untuk menyekolahkan anak saya di sini. Dan ternyata setelah beberapa waktu, saya menyadari bahwa sekolah ini memang pilihan yang tepat untuk anak saya baik secara akademis maupun keagamaan. “

(Data source: In depth interview-parents-22 Mei 2020)

Student guardians chose Muhammadiyah 1 Simpon Middle School as their children's choice of school with many considerations. The depth statement according parent :

“Kepala sekolah baik mbak, sangat ramah, apalagi saat saya antar jemput anak. Jika ketemu Kepsek, beliau selalu bertegur sapa dengan ramah dan sopan kepada siapapun mbak”

(Data source: In depth interview-parents-22 Mei 2020)

SMP Muhammadiyah 1 Simpon Surakarta in academics and religions, so after surveying or from various media shares many are interested and trusting to send their children to SMP Muhammadiyah 1 Simpon

B. Discussion

In this sub chapters, the researcher discuss about the implementation leader member exchange of headmaster performance. It is divided into two parts, there are 1) The implementation leader member exchange of headmaster performance, 2) The reasons of leader member exchange of headmaster performance. The explanations are presented bellows:

1.The implementation of leader member exchange at headmaster's performances

The researcher discusses about the implementation leader member exchange of headmaster performance and in this research used theory of dimension LMX. (Leiden 2001, 40) states that LMX to divide into 4 dimensions that are contribution, loyalty, affection, and respect. In this research,based on the statement of dimension LMX and discuss to relate the implementation leader member exchange of headmaster performance, which will be discussed below:

a. Contribution

Contributions are perceptions about task-oriented activities at a certain level between each member to achieve a common goal. The important thing in evaluating task-oriented activities is a level where subordinates are responsible and complete tasks beyond work descriptions and or work contracts, as well as leaders who provide resources and opportunities to do so.As a headmaster many ideas or new ideas that make schools successful. The headmaster has an

important role in the development of the school. The headmaster always following along with the ANS staff / team. the headmaster explained the vision and mission of the school, learning School. School extracurricular, school achievements to PPDB SMP Muhammadiyah 1 Surakarta. The headmaster conveyed a lot of motivating input. When there is an idea then it is held together with staff, then it is realized and adjusted according to the agreement of the meeting.

In addition, headmaster is very active in introducing schools to the media when ANS (Acceptance of New Students), headmaster immediately go to target primary schools such as SD Muhammadiyah 8, SD Muhammadiyah 1 Ketelan, SD Jamiatul Ikhwan, to promote school. From the result interview that effort headmaster SMP Muhammadiyah 1 Simpon Surakarta to contribute action.

b. Loyalty

Loyalty is a statement or expression to fully support the goals and other individual traits in the reciprocal relationship of leaders and subordinates. According to (Porter 1998) there are 3 important aspects of loyalty: trust and acceptance of organizational goals and values, willingness for organizational effort, encouragement to maintain membership in the organization. The following details discuss are:

- 1) Trust and acceptance of organizational goals and values.

According to research journal of (Idochi Anwar ,2013) leadership is an effort made by someone with all the ability to influence, encourage, direct and move the people who lead so they want to work with enthusiasm and trust in achieving organizational goals. In the otherhand this research, the result showed that the headmaster believes and accepts in the interests of the organization's goals. This is done by the school headmaster so that the continuity of the school runs smoothly. Trusting in subordinates is very important, if there is no trust will cause a problem. For example, vice believes in the Headmaster's policy, and the headmaster also believes in vice's actions for the school. The headmaster always evaluates every month.

2) Encouragement to maintain membership in the organization

As the headmaster always motivates in various ways, for example every morning the school headmaster always motivates using a sound center that is connected to all residents in the school, the school headmaster tells the children to follow the lessons well, and the teachers can guide the children as maximal as possible. The headmaster through the WA group always reminds teachers and staff to start the day with prayer and is full of enthusiasm and on time.

The headmaster also arranges activities with the team that can refresh all school members, for example at the beginning of each year there is a meeting that invites motivators or psychologists. Every month there is a joint family prayer, as a spiritual motivation, it is also to

strengthen the friendship between families, because family support is also very influential on performance.

b. Affection

Affection is a feeling, concern between leaders and subordinates based primarily on the attractiveness between individuals and not just on the job or professional values. According to (Dimiyati Mudjiono 2001) affective domains into 4 categories, that's are: receiving, responding, valuing, organizing. The following details discuss are:

1) Receiving

As the headmaster, Mr Ahmad Sukidi always included all school members in the delivery or thought in a plan. All plans related to school are made every year. This is based on submissions from school residents, then followed up based on the provisions of the DIKNAS and the Muhammadiyah Association or DIKDASMEN Surakarta, so no matter how small the school community conveys the benefits it will have as long as it is to support the success of the school.

The headmaster always provides opportunities for staff, in the nearest structural it is staff first, or assistant staff. For example, there is input, how about holding a consultation to spend time on the sidelines of online learning, then agreed by the school headmaster. Then subordinates as AIK's vice finally did the scheduling, and the program runs well until now, every day every 9 o'clock turns to competent teachers, there are 20

people. This shows that staff and teachers are always given trust and opportunity.

The headmaster also always studies to other schools, for programs that can be packaged or adapted, then adjusted and implemented for school program innovation

2) Responding

In everything that is done the headmaster gives up all his efforts and pray to Allah SWT. The Headmaster hopes that an educational institution will be given fluency and success in educating. And surrender to all the strength from God. Headmasters apply to *nguwongne uwong* (humanize human) it means respect others, work together with sincerity and full responsibility, and expect the pleasure of God. This is a motivation for all to feel they have a school, so no matter how small the opinions expressed by the school community there will be benefits as long as in order to support the success of the school.

3) Valuing

The headmaster gives an assessment and even awards for teachers and employees who have the best achievements. For examples in the form of gratitude as psychological support, or in financial matters, or it could also be in terms of promotion, previously the teacher not a permanent teacher become a permanent foundation teacher. This is in accordance with the achievement of the teacher or staff. Even in its policy, the award has

technical instructions, so for example how much achievement will get financial amount. It has all been determined.

4) Organizing

According to (Daryanto 2001, 81) arranging (organizing) school's work procedure, including: regulating the distribution of tasks and authority, organizing implementing officers, organizing activities (coordinating). In this research, the statement related about the headmaster has controlling and managing for the benefit of the school. It starts with looking at existing regulations, such as learning how schools can develop in accordance with the character and culture of a school. Then make plans everything related to the school is made every year. This is based on submissions from school residents, then followed up on the terms of the DIKNAS or the Muhammadiyah association or DIKDASMEN Surakarta.

For the involvement of headmasters, it becomes a reference for school policies, for example TLP. After there was an announcement from DIKNAS regarding the status of the KLB in Surakarta, the headmaster always followed and played an active role in moving forward according to what the department and foundation said. Like learning from home or online that is done in stages, the headmaster actively contributes and always coordinates through online, begins an online meeting with the vice, then continues with the vice of curriculum making a schedule, after that making online lessons and always monitoring.

The headmaster's performance is always structured with all staff, there is planning at the beginning of the year. Although later situational like this covid-19. Even though at the beginning of the year TLP had been well planned, even to funding. But the program must run despite KLB, the program adjusts to the conditions, yet so far the performance of the headmaster and the team is always well-planned. As well as routine meetings for follow-up and evaluation.

c. Respect

Respect for the profession is the perception of the extent to which each reciprocal relationship has had and built a reputation within and outside the organization, beyond what has been established in the work, aspects of respect are: empathy, controlling emotions, don't blame, humility. (E. Mulyasa 2004, 187) states that professional school headmasters are not only required to carry out various tasks at school, but they must also be able to establish relationships / cooperation with the society in order to foster students' personalities optimally.

The following details discuss are:

1) Empathy

The attitude of empathy or care for teachers and employees is shown by various things such as establishing friendship outside the school environment, in fact many WA groups are divided. From teacher and staff groups, Simpon teacher group work problems, vice groups, student groups

to coordinate school-related information, even teacher alumni groups such as teachers who are no longer in Simpon retire or move, any alumni group of students is still deeply intertwined with good. Every year there is a meeting to establish a friendly relationship. If a member of a large family has experienced a disaster the headmaster comes to, this is a manifestation of empathy.

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3) Humanity

The headmaster is always consulted to ask for input from the team, if there is a problem so it can be resolved properly and together. He placed subordinates not as a subordinate but as a colleague even he always asked for input in all obstacles for school success. The headmaster applies

"ngu Wongne uwong (humanize human)" which means always respecting others.

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In the operational management of schools applying LMX, because in the LMX education agencies the relationship between leaders in the school is very important with the principal and his subordinates. The relationship of the headmaster, educators and education staff and all that is important in a school. a headmaster has good relations with educators and education staff to be able to motivate and be able to foster loyalty, so that the goals of the school can be achieved optimally.

Schools whose headmaster not implements Leader-Member Exchange. The initially is school B. The headmaster at school B uses an autocratic leadership style, this style is seen as a style based on strength of position and use of authority (Thoha 2013, 49). According journal of Yuni Elisa (2016) the school headmaster indeed allowed the vice-headmaster, teachers, and staff to give their opinion. But the headmaster changes what he has proposed before, according to what the headmaster wants. Examples are proposals from Islamic teachers to recite the Holy Quran in the morning schedule, on the other hand, a headmaster agrees but it should be present in the morning and evening after school. The headmaster's policy is not balanced with the portion of the lesson schedule, there is an imbalance in learning hours. Teachers and students complained, the lack of time in the teacher conveying class learning. Students

also are not able to understand the lesson in a short time. This is one example that the headmaster, without authority and trust in the LMX, decides policies which are considered ineffective and even inappropriate.

In the other hand, and in this reasearch, The school implemented LMX and found several benefits, divided 2 benefits for subordinates and benefits for school, the following details:

a. The benefits of LMX for subordinates

According to research journal ofBudijanto (2012) the research finding: (1) there is a positive direct influence of leader member exchange, (2) there is a positive direct influence of job satisfaction, (3) there is a positive direct influence between leader member exchange with job satisfaction. Most of the research results are the same. But in this research data more details. This provides many benefits for subordinates' performance, including:

1) Good Work Motivation

The headmaster gives motivation to the subordinates so that they are more enthusiastic in carrying out their duties. The active role of headmasters who always motivates the subordinates in carrying out various school-related activities. That related statement of psychological maturity is associated with the willingness or motivation to do something that is closely related to a sense of confidence and attachment (Hasibuan 2007,170) .From starting school programs or teaching to students. The school headmaster also rewards active,

creative and innovative subordinates. The reward is in the form of financials as well as an increase in employment status.

2) More Active, Creative and Innovative Subordinates.

Headmasters provide opportunities for subordinates to express their opinions, so they can develop more creatively. (Suharman 2012, 33) stated that the headmaster's is the ability to carry out the work or task he has in completing a job at the school he leads. In this research, teachers and staff are given the opportunity to play an active, creative and more innovative role in accordance with their duties, so subordinates can develop according to their fields. On the other hands the school headmaster also always gives additional opinions which are adjusted to the conditions, so the program that is carried out runs well

3) Subordinates Feels Comfortable When Working

In this case, the headmaster responds to a problem not with emotions and is not easy to blame others. The headmaster first mapped out the problem, so it does not extend to an unauthorized matter. In addition, the headmaster also did not hesitate to ask for various opinions from other parties. This is what causes subordinates comfortable when working

4) The relationship between the headmaster and subordinates is well maintained. According to (Yukl 2015, 54) basically LMX states that the reciprocal relationship that develops between the leader and each of his subordinates will be different. In this research, the headmaster is

good at communicating and subordinates feel comfortable when conveying something. Headmasters maintain friendship not only when in the school environment, but also get to the approach to family of the subordinates. Because according to the headmaster, family support is very important for the success of a performance.

The headmaster always empathizes with or cares for teachers and employees, shown by various things such as establishing hospitality outside the school environment, and even so many WA groups are divided. From teacher and staff groups, Simpon teacher / civitas group work problems, waka groups, student groups to coordinate school-related information, even teacher alumni groups such as teachers who are no longer in Simpon retire or move, any alumni group of students is still deeply intertwined with good. Every year there is a meeting to establish a friendly relationship. If a member of a large family has experienced a disaster the headmaster comes to, this is a manifestation of empathy. So that the relationship between the headmaster and subordinates is well maintained.

b.The benefits of LMX for school

1. Students Quantity and Innovative Programs

Student quantities affects the sustainability of private schools. According to research journal (Alamsyah, 2016) states that private schools have many challenges in implementing their education process

such as quantity students and innovative program. Because if there are few students, the financial flow of private schools also experiences difficulties, so that the sustainability of private schools becomes problematic, therefore private schools compete hard to get as many new students as possible. In this research showed that, SMP Muhammadiyah 1 Simpon Surakarta developing with a headmaster who strives with full work innovation. It is the one private school in Surakarta. It is located at Jl. Flores No. 1, Baru village, Pasar Kliwon, Surakarta. Total teachers and all staff are 48 persons. Total students from seventh grade, eighth grade, and ninth grade are 531 students.

SMP Muhammadiyah 1 Simpon Surakarta held various school activities such as training and launching and water rocket competitions in Solo Tekno Park, Futsal between elementary schools in the city of Surakarta, Eid al-Adha prayer activities and qurban in schools, Camp Services in Karangpandan, Outing Class, Science and Religion Olympic Contest in SD / MI in Surakarta City, Acceptance of New Students, PPDB, Achievement Try Out and many more. And the best program in the Headmaster's time is the Special Program class which is a favorite program.

2. Students feel comfortable and parent belief

In this research, related the statement and the result showed that creating a fun school that is safe, comfortable, and disciplined is very important so students can achieve the best performance and teachers can

display the best performance. To create good conditions, attention, care, and cooperation from all elements (stakeholders) are needed, starting from the leaders/headmasters, teachers, students, parents, school committees, and the surrounding community as supporters of education. All these elements are responsible for creating a safe, comfortable and effective atmosphere for the implementation of good education. In this case learning will be successful if the school atmosphere is safe, comfortable and orderly.

At SMP Muhammdiyah 1 Simpon Surakarta students feel happy and comfortable because of interesting school programs, fun activities, good educators, easy-to-understand learning models, good school facilities. Parents believe send their children to school. Private schools have more challenges than public schools, because private schools must compete to be the right choice for parents to send their children to school with various considerations. Choosing a child's school can be a difficult homework for parents. Because formal school will determine the future and shape the character of children. When studying outside the home, school conditions are very influential on children. School is the most important place for children's development. Parents are the main actors, but parents will only educate children when in the scope of the house. While children learn not always at home, but also outside the home, in the community and at school.

Student guardians chose Muhammadiyah 1 Simpon Middle School as their children's choice of school with many considerations. Muhammadiyah 1 Simpon Middle School excels in academics and religions, so after surveying or from various media shares many are interested and trusting to send their children to SMP Muhammadiyah 1 Simpon

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of this research. After doing the research in leader member exchange of headmaster performance, the researcher found there were; the implementation of leader member exchange at headmaster performance, and some the benefits leader member exchange at headmaster performance . Firstly, the implementation of leader member exchange divided fourth part: contribution, loyalty, affection, and respect. Secondly, the reasons leader member exchange at headmaster performance divided two part: benefits for subordinates and for school.

Firstly, the implementation of leader member exchange divided fourth part: contribution, loyalty, affection, and respect. The headmaster contributes to the interests and objectives of the school. Based on aspects of contribution idea and action. Then, the headmaster always loyalty for school, that are trust and acceptance of organizational goals and values and encouragement to maintain membership in the organization. After loyalty is affection. The headmaster receiving, responding, valuing, organizing with subordinates related school programs. Lastly, the headmaster respect such as: empathy, don't blame, and humility.

Secondly, the reason of implementing leader member exchange at headmaster performance. The school implemented LMX and found several

benefits, divided 2 benefits two part: benefits for subordinates and for school. The benefits leader member exchanges for subordinates are good work motivation, the subordinates are: active, creative and innovative, the subordinate's feels comfortable when working, and the last the relationship between the headmaster and subordinates is well maintained. Furthermore, the benefits leader member exchanges for school are student's quantity and innovative programs, students feel comfortable and happy at school, parents believe send their children to school.

B. Suggestions

Based on the conclusion above, the researcher would like to suggest as follows:

1. For the headmaster

The headmaster should motivate to be more active and implemented leader member exchange. The headmaster should raise all factors that can implement leader member exchange such as contribution, loyalty, affection and respect.

2. For the subordinates

The subordinates can be increase to good work motivation, more active, creative and innovative, the subordinate's can be feels comfortable when working, and the last the relationship between the headmaster and subordinates is well maintained.

3. For the other researcher

This research is about the implementation leader member exchange. It is expected for the other researcher that the result of this study can be used as additional reference for the next research. Beside that, the other researcher will be better to be more creative when learning study.

4. For the school

Based on the students' opinion, the researcher suggests that school should pay attention about the good quality of headmaster and this school. Moreover, based on implementation leader member exchange that can be increase student's quantity and innovative programs, students feel comfortable and happy at school, parents believe send their children to school

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Materials of in depth interviews

1. Interview for headmaster

No	Aspects	Questions
1.	Contributions d. Involvement in an idea / thought e. Involvement in action f. Involvement in donations / finance	<p>Bagaimana keterlibatan anda, selaku kepala sekolah dalam hal penyampaian ide atau pendapat dalam program sekolah?</p> <p>Bagaimana keterlibatan anda, selaku kepala sekolah berperan aktif dalam pelaksanaan program sekolah?</p> <p>Bagaimana keterlibatan anda, selaku kepala sekolah dalam masalah keuangan atau sumber dana untuk program sekolah?</p>
2.	Loyalty a. Trust and acceptance of	Apakah anda, memberikan kepercayaan

	<p>organizational goals and values</p> <p>\</p> <p>b. Willingness for organizational effort</p> <p>c. Encouragement to maintain membership in the organization.</p>	<p>kepada subordinates terkait berbagai program sekolah? Jika iya, dalam hal apa saja? jelaskan!</p> <p>Apakah anda berkeinginan keras, mampu mengelola dalam pelaksanaan program sekolah ? jelaskan!</p> <p>Bagaimana cara anda memberi dorongan/dukungan motivasi kepada subordinates?</p>
3.	<p>Affection</p> <p>a. Receiving</p> <p>b. Responding</p> <p>c. Valuing</p> <p>d. Organizing</p>	<p>Apakah anda menerima pendapat subordinates terkait suatu program sekolah? jelaskan!</p> <p>Bagaimana cara anda menanggapi pendapat dari subordinates?</p> <p>Apakah anda memberi penilaian atau penghargaan kepada subordinates anda?</p> <p>Bagaimana cara anda, mengelola</p>

		pelaksanaan suatu program sekolah?
4.	<p>Respect</p> <p>a. Empathy</p> <p>b. Controlling emotions</p> <p>c. It's not easy to blame others</p> <p>d. Humility</p>	<p>Bagaimana sikap empati anda kepada subordinates?</p> <p>Jika subordinates anda melakukan kesalahan, bagaimana sikap anda?</p> <p>Jika ada suatu masalah dalam pelaksanaan suatu program, apa yang anda lakukan?</p> <p>Bagaimana hubungan anda dengan subordinates diluar hubungan rekan kerja di sekolah?</p>
	Benefits of LMX	Menurut anda, sebagai kepala sekolah, yang telah menerapkan dimensi kontribusi, loyalty, afeksi dan respect, dalam hal ini di sebut Leader Member Exchange, apa saja manfaatnya? (Kepala sekolah, subordinates, siswa, dan sekolah)

b. Interviews of deputy headmaster/ teacher and staff

No	Aspects	Questions
1.	<p data-bbox="418 359 586 390">Contributions</p> <p data-bbox="418 426 833 457">a. Involvement in an idea / thought</p> <p data-bbox="418 701 704 732">b. Involvement in action</p> <p data-bbox="418 976 857 1008">c. Involvement in donations / finance</p>	<p data-bbox="943 426 1469 594">Bagaimana menurut anda, keterlibatan kepala sekolah dalam hal penyampaian ide atau pendapat dalam program sekolah?</p> <p data-bbox="943 701 1409 869">Bagaimana menurut anda, keterlibatan kepala sekolah berperan aktif dalam pelaksanaan program sekolah?</p> <p data-bbox="943 976 1461 1144">Bagaimana menurut anda, keterlibatan kepala sekolah dalam masalah keuangan atau sumber dana untuk program sekolah?</p>
2.	<p data-bbox="418 1293 513 1325">Loyalty</p> <p data-bbox="418 1360 878 1455">a. Trust and acceptance of organizational goals and values</p> <p data-bbox="418 1701 878 1795">b. Willingness for organizational effort</p>	<p data-bbox="943 1360 1461 1591">Apakah kepala sekolah, memberikan kepercayaan kepada subordinates terkait berbagai program sekolah? Jika iya, dalam hal apa saja? jelaskan!</p> <p data-bbox="943 1701 1396 1795">Apakah kepala sekolah berkeinginan keras, mampu mengelola dalam</p>

	c. Encouragement to maintain membership in the organization.	<p>pelaksanaan program sekolah ? jelaskan!</p> <p>Bagaimana cara kepala sekolah memberi dorongan/ dukungan motivasi kepada anda?</p>
3.	<p>Affection</p> <p>a.Receiving</p> <p>b.Responding</p> <p>c.Valuing</p> <p>d.Organizing</p>	<p>Apakah kepala sekolah menerima pendapat anda terkait suatu program sekolah? jelaskan!</p> <p>Bagaimana cara kepala sekolah menanggapi pendapat dari anda?</p> <p>Apakah kepala sekolah memberi penilaian atau penghargaan kepada anda?</p> <p>Bagaimana cara kepala sekolah, mengelola pelaksanaan suatu program sekolah?</p>
4.	<p>Respect</p> <p>a.Empathy</p>	<p>Bagaimana sikap empati kepala sekolah</p>

	<p>b. Controlling emotions</p> <p>c. It's not easy to blame others</p> <p>d. Humility</p>	<p>kepada anda?</p> <p>Jika anda melakukan suatu kesalahan, bagaimana sikap kepala sekolah?</p> <p>Jika ada suatu masalah dalam pelaksanaan suatu program, apa yang kepala sekolah lakukan?</p> <p>Bagaimana hubungan kepala sekolah dengan anda, di luar lingkungan rekan kerja di sekolah?</p>
	Benefits of LMX	<p>Menurut anda, apakah kepala sekolah anda telah menerapkan dimensi kontribusi, loyalty, afeksi dan respect, dalam hal ini di sebut Leader Member Exchange? jika iya, apa saja manfaatnya? (untuk Kepala sekolah, subordinates, siswa, dan sekolah)</p>

In depth interview for student

Nama :

Kelas :

Waktu wawancara :

Tempat :

1. Apakah kepala sekolah selalu berperan aktif saat kegiatan disekolah?
Misal waktu upacara?
2. Bagaimana sikap kepala sekolah kepada siswa?
3. Jika ada permasalahan di sekolah terkait siswa, apakah kepala sekolah berperan dalam hal penyelesaian?
4. Apakah kepala sekolah menerima usulan atau kritikan siswa dalam suatu hal?
5. Apakah anda merasa nyaman dan senang di sekolah?

In depth interview for parent

Nama :

Wali murid an :

Waktu wawancara :

Tempat :

1. Apakah kepala sekolah selalu berperan aktif saat kegiatan disekolah?
Apalagi terkait dengan wali murid?
2. Saat pertemuan, bagaimana sikap kepala sekolah kepada wali murid?
3. Jika ada permasalahan di sekolah terkait siswa, apakah kepala sekolah berperan dalam hal penyelesaian?
4. Apakah kepala sekolah menerima usulan atau kritikan wali murid dalam suatu hal?

5. Apakah anda merasa nyaman dan senang menyekolahkan putra/putrid di sekolah

Appendix 1

Respondent 1

Nama : H. Ahmad Sukidi, S.Ag, M.Pd
Jabatan : Kepala Sekolah SMP Muhammadiyah 1 Simpon Surakarta
Masa kerja : 2015-2020
Waktu wawancara : Rabu , 6 Mei 2020, pukul 10.00
Tempat : Ruang Pimpinan Daerah Muhammadiyah Surakarta

Researcher : Bagaimana keterlibatan anda, selaku kepala sekolah dalam mengambil sebuah kebijakan?

Respondent : Diawali dengan melihat regulasi yang ada, seperti mempelajari bagaimana sekolah dapat berkembang sesuai dengan karakter dan budaya suatu sekolah. Awal saya menjadi kepala sekolah sampai sekarang 2020, saya selalu mengikutsertakan seluruh warga sekolah dalam penyampaian atau pemikiran dalam suatu rencana. Rencana segala terkait dengan sekolah dibuat setiap tahunnya. Hal tersebut berdasarkan penyampaian-penyampaian dari warga sekolah, lalu ditindak lanjuti berdasarkan ketentuan DIKNAS maupun perserikatan Muhammadiyah atau DIKDASMEN Surakarta, jadi sekecil apapun yang disampaikan warga sekolah

pasti ada manfaatnya selama itu demi menunjang kesuksesan sekolah.

Researcher : Bagaimana keterlibatan anda, selaku kepala sekolah berperan aktif dalam pelaksanaan program sekolah?

Respondent : Untuk keterlibatan kepala sekolah menjadi acuan kebijakan sekolah, dalam hal ini misalnya KBM ya. Setelah ada pengumuman dari DIKNAS terkait status KLB kota Surakarta, kami selalu mengikuti dan berperan aktif dalam melangkah sesuai yang disampaikan dinas maupun yayasan. Belajar dirumah atau daring dilakukan bertahap, kami selalu mengkoordinasi melalui online, diawali rapat online dengan Waka, lalu dilanjutkan dengan Waka kurikulum membuat jadwal, setelah itu membuat pelajaran online. Dalam hal ini yang terpenting jangan sampai memberatkan siswa. Dan kami selalu memantau kegiatan anak-anak selama dirumah.

Researcher : Bagaimana keterlibatan anda, selaku kepala sekolah dalam masalah keuangan atau sumber dana untuk program sekolah?

Respondent : Masalah dana kami otomatis mengalaminya, tidak ada wabapun juga kami terkendala, karena memang kami sekolah swasta, apalagi ditengah wabah seperti ini. Walaupun ada dana BOS tapi tidak dapat mengcover semua. Segala hal kami lakukan demi

kesejahteraan bersama dan sekarang Alhamdulillah Kami mendapatkan sumbangan dari orang tua siswa dan pihak lain.

Researcher : Apakah anda, memberikan kepercayaan kepada subordinates terkait berbagai program sekolah? Jika iya, dalam hal apa saja? jelaskan!

Respondent : Oh iya harus ada, kalau tidak percaya nanti sistemnya menjadi kacau. Sebagai contoh Waka percaya terhadap kebijakan Kepala Sekolah, saya pun juga percaya kepada segala tindakan baik Waka demi sekolah, contoh lain saya selalu percaya dengan bendahara, kalau saya ndak percaya kan jadi permasalahan. Maka dari itu kami selalu ada evaluasi tiap bulannya.

Researcher : Apakah anda berkeinginan keras, mampu mengelola dalam pelaksanaan program sekolah ? jelaskan!

Respondent :Iya pasti, saya berkeinginan keras agar semua berjalan dengan lancar sesuai dengan tujuan pendidikan baik tujuan pemerintah maupun perserikatan Muhammadiyah, sesuai dengan yang di rencanakan di awal tahun. Misal program ekstrakurikuler menjuarai suatu perlombaan tingkat Kota, Jateng, atau Nasional, ya kami akan mengusahakan bersama tim agar itu semua dapat terwujud, contoh lain besama tim melakukan berbagai cara agar sekolah dapat lebih dikenal masyarakat.

Researcher : Bagaimana cara anda memberi dorongan/ dukungan motivasi kepada subordinates?

Respondent : Setiap pagi kami selalu memberi motivasi, mic di nyalakan dan saya sampaikan kepada anak-anak agar mengikuti pelajaran dengan baik, serta bapak/ibu guru dapat membimbing semaksimal mungkin, selain itu melalui grup WA, kami mengingatkan selalu agar tidak terlambat sampai di sekolah. Setiap hari senin diadakan rapat koordinasi, setiap awal tahun ada pertemuan yang mengundang motivator/psikolog. Setiap bulan ada pengajian keluarga bersama, sebagai motivasi spiritual, hal tersebut juga untuk menguatkan silaturahmi antar keluarga, karena dukungan keluarga juga sangat berpengaruh terhadap kinerja

Researcher : Apakah anda memberi penilaian atau penghargaan kepada subordinates anda?

Respondent : Oiya ada pastinya reward , dalam bentuk ucapan terimakasih, dalam hal financial, atau dalam hal pengangkatan, yang sebelumnya guru tidak tetap menjadi guru tetap yayasan. Hal tersebut sesuai dengan pencapaian guru atau staff”

Researcher : Bagaimana cara anda, mengelola pelaksanaan suatu program sekolah?

Respondent : Yang utama saya menyerahkan semuanya kepada Allah SWT, berdoa agar suatu lembaga pendidikan ini diberi kelancaran dan kesuksesan dalam mendidik. Dan berpasrah atas segala kekuatan dari Allah. Nah selama ini saya menerapkan untuk nguwongne uwong (menghargai orang lain), sama-sama bekerja dengan ikhlas dan penuh tanggung jawab, serta mengharap keridhoan dari Allah. Nah ini sebagai motivasi agar semua dapat merasa memiliki sekolah.”

Researcher : Bagaimana sikap empati anda kepada subordinates?

Respondent : Diluar sekolah masih sangat terjalin silaturahmi, bahkan banyak sekali grup yang terbagi. Dari grup guru dan staff, grup guru/civitas Simpon masalah pekerjaan , grup waka, grup siswa untuk koordinasi terkait informasi sekolah , bahkan grup alumni guru seperti guru ang sudah tidak lagi di Simpon pensiun atau pindah, ada grup alumni siswa ini masih sangat terjalin dengan baik. Setiap tahunnya ada pertemuan untuk menjalin silaturahmi, Jika anggota dari keluarga besar ada yang mengalami suatu musibah kita selalu datang, ya setidaknya sedikit perhatian begitu.”

Researcher : Jika subordinates anda melakukan kesalahan, bagaimana sikap anda?

Respondent : Biasanya masalah itu, kita petakan dulu, Nah dalam pemetaan ini di lokalisir dulu, masalahnya tentang apa. Jika masalah itu tentang pribadi , kita panggil face to face. Misal dalam hal terlambat ya kita panggil ada masalah apa yang menyebabkan bisa terlambat. Biasanya jika ada yang terlambat dan kelas kosong, saya masuki kelasnya, saya mengisi kelas dengan memberi motivasi untuk siswa

Researcher : Menurut anda, sebagai kepala sekolah, yang telah menerapkan dimensi kontribusi, loyalty, afeksi dan respect, dalam hal ini di sebut Leader Member Exchange, apa saja manfaatnya? (Kepala sekolah, subordinates, siswa, dan sekolah)

Respondent : Saya merasakana semua orang terlibat. Jadi misal ada ide program baru yaitu kelas program khusus , saya sampaikan keunggulannya dari kelas regular diantaranya kurikulumnya . kegiatan, financialnya juga. Awalnya tidak semua setuju, tapi setelah dikaji bersama semua merasakan keunggulannya. Yang kedua program pendampingan hafidz/hafidzah. Lalu program PPDB, saya mengundang relasi dari kepala sekolah SD, diadakan pertemuan agar terjalin silaturahmi terkait dengan PPDB. Lalu juga program tryout kita tidak menggunakan paper lagi tapi sudah computer based test, yang menunjang pembelajaran yang modern melalui on line. Ada juga terkait pakaian, seperti kami menerapkan penggunaan pakaian yang syar'i

Appendix 2

Respondent 2

Nama : Muhammad Nashir, S.Ag
Jabatan : Wakil Kepala Sekolah bagian Al Islam dan Kemuhammadiyah
Guru Mapel : Guru mata pelajaran Bahasa Arab
Masa kerja : 2001-2020
Waktu wawancara : Selasa, 12 Mei 2020, pukul 10.00
Tempat : by phone

Reseacher : Bagaimana menurut anda, keterlibatan kepala sekolah dalam hal penyampaian ide atau pendapat dalam program sekolah?

Respondent : Bapak kepala sekolah sangat membantu, apalagi dalam suatu idea, gagasan, pendapat. Banyak sekali masukan dari bapak kepala sekolah yang memotivasi kita, lalu dirapatkan bersama begitu. Seperti kelas program khusus meskipun sudah di rencanakan lama, tapi di periode ustad Sukidi ini barulah bisa terealisasi. Kelas program khusus ini lebih rinci, dari kurikulum maupun sumbangannya.

Researcher : Bagaimana menurut anda, keterlibatan kepala sekolah berperan aktif dalam pelaksanaan program sekolah?

Respondent : Kepala sekolah sangat berperan aktif, contoh sederhana beliau selalu menghadiri agenda rapat untuk mendiskusikan berbagai program sekolah. Contoh lain ketika PPDB, nah ini kepala sekolah langsung terjun ke berbagai sekolah dasar sasaran seperti SD Muhammadiyah 8, SD Muhammadiyah 1 Ketelan, SD Jamiatul Ikhwan, untuk mempromosikan sekolah. Tidak hanya itu, ketika promosi ke media seperti Radio Mentari FM dan MH FM, beliau turut mengikuti selalu bersama staff / tim PPDB.

Researcher : Apakah kepala sekolah, memberikan kepercayaan kepada subordinates terkait berbagai program sekolah? Jika iya, dalam hal apa saja? jelaskan!

Respondent : Iya, selalu memberikan peluang terhadap staff, dalam structural terdekat memang staff terlebih dahulu, atau asisten staff. Misal ada masukan, bagaimana jika kita mengadakan kultum untuk mengisi waktu di sela pembelajaran online, kemudian disetujui oleh bapak kepala sekolah. Dan saya sebagai waka AIK akhirnya melakukan penjadwalan, dan program tersebut berjalan dengan baik sampai saat ini, setiap hari setiap jam 9 bergiliran kepada guru yang berkompeten putra/putri ada 20 orang. Ini menunjukkan bahwa staff dan guru selalu di beri kepercayaan dan kesempatan, kita

juga selalu belajar kesekolah-sekolah lain, untuk program yang bisa kita kemas atau kita adaptasi, kemudian kita sesuaikan dan kita laksanakan untuk kepentingan sekolah

Researcher : Apakah kepala sekolah memberi penilaian atau penghargaan kepada anda?

Respondent : Iya ada mbak, dan itu sudah ada petunjuk teknisnya, jadi misal ini berprestasi akan mendapatkan financial sebesar berapa. Itu semua sudah ditentukan. Dan selalu di beri penghargaan

Researcher : Bagaimana cara kepala sekolah, mengelola pelaksanaan suatu program sekolah?

Respondent : Sikap kepala sekolah selalu terstruktur bersama seluruh staff, ada perencanaan di awal tahun. Walaupun nanti situasional seperti covid ini. Padahal di awal tahun kita sudah rencanakan KBM dengan baik, bahkan sampai pendanaan. Tapi program harus berjalan meskipun KLB, ya kita sesuaikan dengan keadaan, tapi memang selama ini kinerja kepala sekolah bersama tim selalu ada perencanaan yang baik. Serta rutin pertemuan untuk tindak lanjut dan evaluasi.

Researcher : Bagaimana sikap empati kepala sekolah kepada anda?

Respondent : Iya tentu saja sangat berempati, beliau menyesuaikan selalu maksimal untuk berempati kepada seluruh warga sekolah. Jika

diluar sekolah saja bapak kepala sekolah ini sangat loyal mentraktir makan. Saya juga pernah sakit, bapak kepala sekolah juga datang untuk menjenguk.

Researcher : Jika anda melakukan suatu kesalahan, bagaimana sikap kepala sekolah?

Respondent : Bapak kepala sekolah selalu mengamati dulu, ini permasalahannya terkait bidang atau hal apa. Setelah itu membahas dengan bidang yang terdekat, misal permasalahan terkait agama. Otomatis kepala sekolah akan memanggil saya terkait Waka AIK. Kalau akademik otomatis akan membahas dengan Waka Kurikulum. Bapak kepala sekolah ini juga selalu berkonsultasi untuk meminta masukan dari tim, jika ada masalah jadi bisa diselesaikan dengan baik dan bersama-sama.

Researcher : Menurut anda, apakah kepala sekolah anda telah menerapkan dimensi kontribusi, loyalty, afeksi dan respect, dalam hal ini di sebut Leader Member Exchange? jika iya, apa saja manfaatnya? (untuk Kepala sekolah, subordinates, siswa, dan sekolah)

Respondent : Iya secara umum memang bapak kepala sekolah ini sangat baik kepemimpinannya. Apalagi di masa bapak sukidi ini sangat banyak sekali idenya. Dan program program baru terealisasi dengan baik di tahun pak Sukidi ini. Misal sekolah kelas program khusus. Selain itu, style Pak Sukidi dalam menerjemahkan Visi Misi

sekolah ini juga baik. Dalam kualitas sekolah di wujudkan dengan jumlah siswa yang meningkat dari tahun ke tahun dan dikenal masyarakat.

Appendix 3

Respondent 3

Nama : Ibu Ertaniasari

Jabatan : Kepala Tata Usaha

Masa kerja : 2015- sekarang

Waktu wawancara : Rabu, 20 Mei 2020

Tempat : by phone Whats App

Researcher : Bagaimana menurut anda, peran aktif dan keterlibatan kepala sekolah dalam hal penyampaian ide atau pendapat dalam program sekolah?

Respondent : Iya bapak aktif sekali dalam penyampaian pendapat, Nah, setiap hari senin rutin rapat. Selain untuk mengevaluasi kinerja, rapat untuk media penyampaian pendapat. Selain itu bapak selalu membimbing dan juga memberi arahan. Misal PPDB mbak, nah disaat pandemi ini Bapak mengusulkan untuk seluruh warga sekolah aktif share di media sosial

Researcher : Apakah kepala sekolah, memberikan kepercayaan kepada subordinates terkait berbagai program sekolah? Jika iya, dalam hal apa saja? jelaskan!

Respondent : Iya, Bapak selalu memberikan kepercayaan, apalagi saya sebagai kepala TU, bertanggung jawab mengelola pengadministrasian sekolah.

Researcher : Bagaimana cara kepala sekolah memberi dorongan/ dukungan motivasi kepada anda?

Respondent : Bapak itu selalu nyaman kalau pas ngobrol, nah pas gitu saya cerita atau sharing kalau ada masalah terkait sekolah. Nah karena emang bapak itu orangnya welcome jadi banyak nasihat-nasihat bapak yang memotivasi sekali begitu.

Respondent : Apakah kepala sekolah menerima pendapat anda terkait suatu program sekolah? jelaskan!

Researcher : Iya mbak menerima, apalagi kalau saya kan terkait tata kelola, ya saya melanjutkan kinerja yang sebelumnya tapi juga disesuaikan dengan keadaan dan pemikiran bapak maupun saya

Researcher : Apakah kepala sekolah memberi penilaian atau penghargaan kepada anda?

Respondent : Memberi mbak reward ada berupa uang pembinaan udah ada ketentuannya, ada juga kaya peningkatan GTT jadi GTY, begitu seterusnya mbak

Researcher : Bagaimana sikap empati kepala sekolah kepada anda?

Respondent : Sangat mbak, bapak itu peduli kalau kita ada kendala, beliau tanggap memberi masukan

Researcher : Jika anda melakukan suatu kesalahan, bagaimana sikap kepala sekolah?

Respondent : Kepala sekolah tidak tipe yang langsung emosi, Bapak itu biasanya langsung manggil person, di telusuri dulu lalu di

selesaikan secara baik-baik. Jadi dalam bekerja kita juga nyaman mbak

Researcher : Bagaimana hubungan kepala sekolah dengan anda, di luar lingkungan rekan kerja di sekolah?

Respondent : Hubungannya apalagi sama keluarga baik sekali mbak, apalagi setiap 2 bulan sekali mengadakan pengajian keluarga, nah jadi bisa ningkatin silaturahmi antar keluarga begitu

Researcher : Bagaimana jumlah siswa setiap tahunnya, apakah ada peningkatan, apalagi di masa periode kepala sekolah yang ini?

Respondent : Karena zonasi memang tidak banyak seperti sebelumnya, tapi waktu belum zonasi angkanya memang meningkat mbak, kalau detailnya belum bisa saya jelaskan tapi kalau saat ini kurang lebih 500 siswa terdiri dari 21 rombel

Researcher : Apakah ada penambahan inovasi program di masa kepala sekolah periode ini dibanding sebelumnya?

Respondent : Ada mbak sekarang ada program khusus kalau dulu hanya regular saja. Dan saat ini program khusus sudah tahun ke 4, dengan kualitas yang bagus dan peminatnya luar biasa.

Researcher : dari penjelasan ibu tadi, kepala sekolah telah menerapkan LMX, lalu menurut bagaimana hal tersebut?

Respondent 3: “bagus mbak, Pernah dulu itu mbak, sebelumnya saya di tempat lain nah kepsek lain tersebut Jadi kalau ada keputusan apa-apa tidak di bahas dulu. Kaya baca al quran bersama tidak di sesuaikan dengan KBM, jadinya jam KBM jadi tidak sinkron, ruwet gitu mbak”

Appendix 4

Respondent 4

Nama : Kamulan Indupati Pinasthika

Kelas : VII PK 3

Waktu wawancara : Jumat , 22 Mei 2020

Tempat : by phone Whats App

Researcher : Apakah kepala sekolah selalu berperan aktif saat kegiatan disekolah?

Respondent : Kepala sekolah sangat aktif mbak dalam kegiatan sekolah, contoh sederhananya Bapak Kepsek itu saat Upacara selalu hadir dan member motivasi, selain itu harian waktu pagi kepsek juga aktif dengan ramah menyambut murid yang datang

Researcher : Selama ini Bagaimana sikap kepala sekolah kepada siswa?

Respondent : Bapak kepsek itu ramah sekali mbak sopan juga ke muridnya, Jadi kepsek kita itu nggak yang kaya disekolah lain ditakutin karena galaknya. Tapi kepsek kita itu ramah, baik, diajak ngobrol juga asik mbak, tapi tetap di segani banyak orang mbak

Researcher : Jika ada permasalahan di sekolah terkait siswa, apakah kepala sekolah berperan dalam hal penyelesaian?

Respondent : Iya mbak, misal ada suatu masalah biasanya wali kelas dulu yang menyelesaikan, nah jika wali kelas sudah tidak bisa menyelesaikan, Bapak Kepsek langsung turun tangan sendiri mbak buat nyelesaiin

Researcher : Apakah kepala sekolah menerima usulan atau kritikan siswa dalam suatu hal?

Respondent : Iya mbak Kepsek selalu menerima usulan, misal study tour atau berbagai kegiatan siswa, pasti dari siswa di beri kesempatan untuk menyampaikan pendapatnya

Researcher : Apakah anda merasa nyaman dan senang di sekolah?

Respondent : Iya nyaman mbak, seneng.... Di sekolah kegiatannya seru jadi tidak membosankan, guru-guru nya juga dalam mengajar strategi belajarnya mudah di pahami. Temen-temen disekolah baik-baik juga. Bangunan sekolah jadi tempat yang nyaman untuk belajar dengan segala fasilitasnya mbak

Appendix 5

Respondent 4

Nama : Unggul Tan Ngasorahke

Wali Murid : Kamulan Indupati Pinasthika

Waktu wawancara : Jumat , 22 Mei 2020

Tempat : by phone Whats App

Researcher : Apakah kepala sekolah selalu berperan aktif saat kegiatan disekolah? Apalagi terkait dengan wali murid?

Respondent : Iya Kepala sekolah sangat berperan aktif, apalagi saat pandemic ini. Kepala sekolah turut menghimbau untuk panduan kegiatan murid selama dirumah. Semua di sampaikan melalui grup WA mbak.

Researcher : Selama ini bagaimana sikap kepala sekolah kepada siswa wali murid?

Respondent : Kepala sekolah baik mbak, sangat ramah, apalagi saat saya antar jemput anak. Jika ketemu Kepsek, beliau selalu bertegur sapa dengan ramah dan sopan kepada siapapun mbak

Researcher : Jika ada permasalahan di sekolah terkait siswa, apakah kepala sekolah berperan dalam hal penyelesaian?

Respondent : Iya mbak, jika anak ada masalah disekolah biasanya saya di panggil kesekolah. Hal itu hanya sekedar itu meningkatkan silaturahmi . lalu kepek menyampaikan untuk di diskusikan bersama. Dan sama-sama menasehati anak agar jauh lebih baik lagi begitu. Jadi semuanya dibicarakan dengan baik.

Researcher : Apakah kepala sekolah menerima usulan atau kritikan siswa dalam suatu hal?

Respondent : oiya jelas itu, Kepala sekolah selalu menerima usulan dari wali murid. Misal terkait kegiatan anak disekolah, uang sumbangan dll. Jadi kebijakan kepek itu dapat diterima semua, karena memang sudah di diskusikan bersama

Researcher : terkait dengan pembayaran, bagaimana kepala sekolah menentukan terkait uang sumbangan?

Respondent : selalu ada rapat wali murid dulu mbak, jadi seperti kesepakatan bersama, tidak hanya uang sumbangan, misal study tour. Pihak sekolah selalu mendiskusikan dulu. Jika ada siswa yang tidak mampu aka nada keringanan tapi ya harus ngurus pengajuan

Researcher : Apakah anda merasa nyaman dan senang menyekolahkan anak Bapak di SMP Muhammadiyah 1 Simpon?

Respondent : Iya, sebelum saya memasukkan anak saya ke sekolah ini, saya sudah survey dulu. Lalu mempertimbangkan dengan beberapa sekolah lainnya. Seiring beberapa pilihan akhirnya saya yakin untuk menyekolahkan anak saya di sini. Dan ternyata setelah beberapa waktu, saya menyadari bahwa sekolah ini memang pilihan yang tepat untuk anak saya baik secara akademis maupun keagamaan

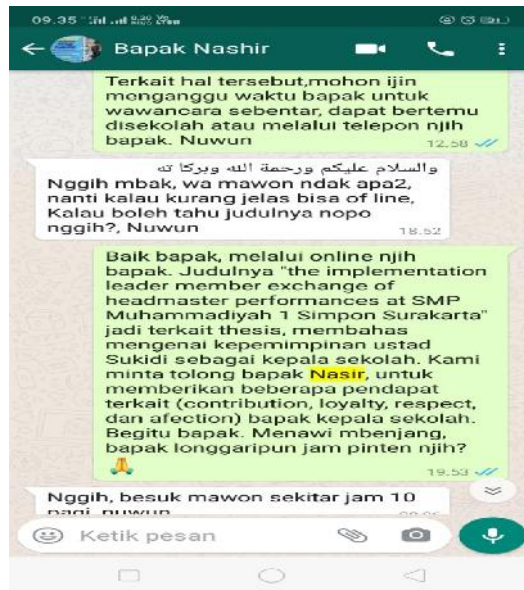
Documentation



Picture 1. Interview with the headmaster



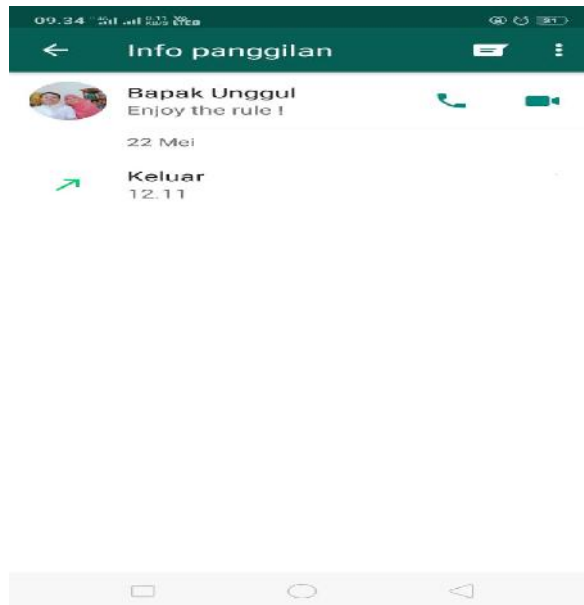
Picture 2. The headmaster promoted SMP Muhammadiyah 1 Simpon Surakarta in Radio Mentari FM



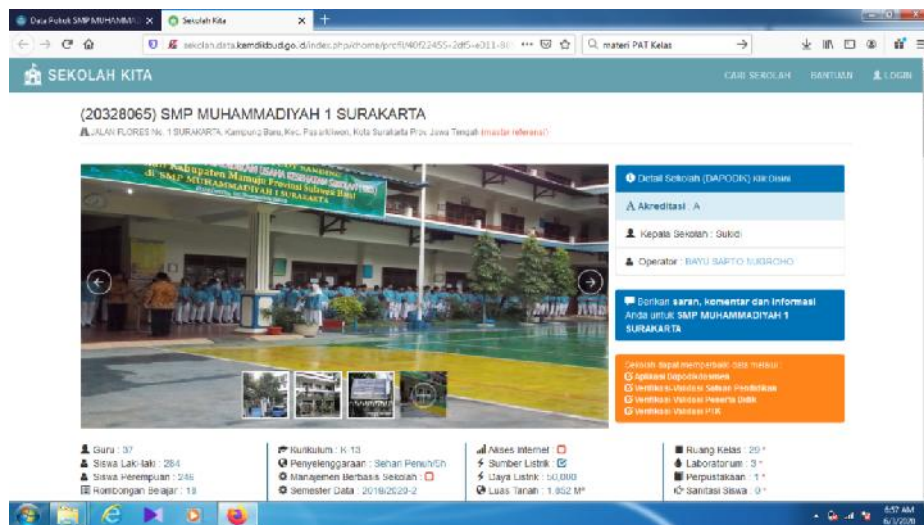
Picture 3. Screenshoot chatting with respondent



Picture 4. Screenshoot chatting with respondent



Picture 5. Calling by phone with respondent



Picture 6 .<https://dapodik.dikdasmen.kemdikbud.go.id>



Profil SMP MUHAMMADIYAH 1 SURAKARTA

Kec. Pasarkliwon, Kota Surakarta, Prov. Jawa

Tengah

Tanggal unduh: 07-07-

2020 20:13:44

Tanggal

sinkronisasi:

1. Identitas Sekolah

1	Nama Sekolah	:	SMP MUHAMMADIYAH 1 SURAKARTA
2	NPSN	:	20328065
3	Jenjang Pendidikan	:	SMP
4	Status Sekolah	:	Swasta
5	Alamat Sekolah	:	JALAN FLORES No. 1 SURAKARTA
	RT / RW	:	1 / 1
	Kode Pos	:	57111
	Kelurahan	:	Kampung Baru
	Kecamatan	:	Kec. Pasarkliwon
	Kabupaten/Kota	:	Kota Surakarta
	Provinsi	:	Prov. Jawa Tengah
	Negara	:	
6	Posisi Geografis	:	-7 110
			Lintang Bujur

2. Data Pelengkap

7	SK Pendirian Sekolah	:	3462/II.001/jtg.1952/79
8	Tanggal SK Pendirian	:	1952-08-01
9	Status Kepemilikan	:	Yayasan
10	SK Izin Operasional	:	23 NOVEMBER 1965/5400/BI
11	Tgl SK Izin Operasional	:	1965-11-23
	Kebutuhan Khusus	:	
12	Dilayani	:	Tidak ada
13	Nomor Rekening	:	3-002-17027-5
14	Nama Bank	:	BANK JATENG
15	Cabang KCP/Unit	:	SLAMET RIYADI
16	Rekening Atas Nama	:	SMP MUHAMMADIYAH 1 SURAKARTA
17	MBS	:	Tidak
18	Luas Tanah Milik (m2)	:	1
	Luas Tanah Bukan Milik (m2)	:	100000
20	Nama Wajib Pajak	:	

21	NPWP	:	
3. Kontak Sekolah			
20	Nomor Telepon	:	271636273
21	Nomor Fax	:	271636273
22	Email	:	simpon01@yahoo.co.id
23	Website	:	http://www.smpmuh1simpon.com
4. Data Periodik			
24	Waktu Penyelenggaraan	:	Sehari penuh (5 h/m)
25	Bersedia Menerima Bos?	:	Bersedia Menerima
26	Sertifikasi ISO	:	Proses Sertifikasi
27	Sumber Listrik	:	PLN
28	Daya Listrik (watt)	:	50000
29	Akses Internet	:	Tidak Ada
30	Akses Internet Alternatif	:	
5. Data Lainnya			
31	Kepala Sekolah	:	Sukidi
32	Operator Pendataan	:	Bayu Sapto
33	Akreditasi	:	A
34	Kurikulum	:	Kurikulum 2013

Rekapitulasi Data SMP MUHAMMADIYAH 1 SURAKARTA

Tanggal rekap: 07-07-2020 20:13:44

1. Data PTK dan PD					
No	Uraian	Guru	Tendik	PTK	PD
1	Laki – Laki	20	5	25	285
2	Perempuan	17	6	23	245
TOTAL		37	11	48	530

Keterangan:

- Penghitungan jumlah PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk.
- Singkatan :
 1. PTK = Guru ditambah Tendik
 2. PD = Peserta Didik

2. Data Sarpras		
No	Uraian	Jumlah
1	Ruang Kelas	29
2	Ruang Lab	4
3	Ruang Perpustakaan	1
TOTAL		34

3. Data Rombongan Belajar				
No	Uraian	Detail	Jumlah	Total
1	Kelas 7	L	101	212
		P	111	
2	Kelas 8	L	91	163
		P	72	
3	Kelas 9	L	93	155
		P	62	

Doc. 1 School Profile



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
KOTA SURAKARTA

SMP MUHAMMADIYAH 1 SURAKARTA
TERAKREDITASI A

Jalan Flores No. 1 Kampung Baru, Kec. Pasar Kliwon, Surakarta Kode Pos 57111 Telp. (0271) 636273

Nomor : 559 / E-2 / SMP.M.1 / VI / 2020

Surakarta, 12 Juni 2020

Perihal : **Pemberitahuan**

Yth.

Bapak/ Ibu Orang tua / Wali peserta didik kelas VII dan VIII
SMP Muhammadiyah 1 Surakarta
di Surakarta

Assalamu'alaikum Wr.Wb.

Ba'da salam dan bahagia, dengan ini kami beritahukan bahwa dalam rangka Perpanjangan Serta Pengaturan Waktu Pelaksanaan Belajar dari Rumah pada Satuan Pendidikan Kota Surakarta sampai dengan tanggal 13 Juli 2020, bersama ini kami sampaikan bahwa pengembalian buku-buku paket perpustakaan yang dipinjam oleh **peserta didik kelas VII dan VIII** SMP Muhammadiyah 1 Surakarta dapat dilakukan mulai hari **Senin, 15 Juni 2020** kepada petugas perpustakaan. Adapun jadwal pengembalian buku perpustakaan :

NO	HARI/ TANGGAL	WAKTU PENGEMBALIAN BUKU			
		08.00-09.00	09.15-10.15	10.30-11.30	11.45- 12.45
1.	Senin, 15 Juni 2020	7 PK 1	7 PK 2	7 PK 3	7 A
2.	Selasa, 16 Juni 2020	7 B	7 C	7 D	-
3.	Rabu, 17 Juni 2020	8 PK 1	8 PK 2	8 A	8 B
4.	Kamis, 18 Juni 2020	8 C	8 D	8 E	-

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.



Catatan :

1. Pengembalian buku paket sesuai dengan jadwal
2. Pengembalian buku paket wajib disampul plastik dan dalam keadaan baik
3. Masukkan seluruh buku paket ke dalam plastik dan berilah keterangan dengan format (nama, kelas, mapel, no. buku dan jumlah buku) pada plastik
4. Seluruh siswa wajib memakai masker, menjaga jarak dan mencuci tangan menggunakan sabun yang telah disediakan

Terimakasih atas kerjasamanya.

Doc. 2 Letter. to parents that headmater policy



Doc 3. Letter invite, school agenda for subordinates

KELAS PROGRAM KHUSUS & KELAS UNGGULAN

*** Syarat Pendaftaran**

1. Siswa datang dengan seragam sekolah asal dan didampingi oleh orang tua/wali.
2. Mengisi Formulir yang sudah disediakan
3. Menyerahkan fotokopi rapor kelas 4,5 dan 6 (yang sudah ada)
4. Menyerahkan Foto 3 x 4 sebanyak 2 lembar
5. Biaya Pendaftaran Sistem Inden
 Kelas Program Khusus (PK) = Rp. 100.000,-
 Kelas Unggulan = Rp. 50.000,-
6. Proses wawancara agama dan psikologi
7. Tes tertulis bagi kelas program khusus dan wawancara orang tua

*** Biaya Masuk**

KELAS UNGGULAN
 - Biaya masuk Rp. 1.975.000,- (sudah mendapat seragam)
 - Belum Termasuk SPP

KELAS PROGRAM KHUSUS
 - Biaya Masuk Rp. 3.850.000,- (sudah mendapat seragam)
 - Belum termasuk SPP
 - Uang kegiatan sesuai kesepakatan orang tua siswa

*** Kebutuhan**

KELAS UNGGULAN
 - 6 Kelas, dengan setiap kelasnya 32 siswa

KELAS PROGRAM KHUSUS
 - 4 Kelas, dengan setiap kelasnya 24 siswa

*** Denah Lokasi**

*** Keringanan Biaya**

- Alumni SD Muhammadiyah
 Rerata nilai UN > 80 potongan 100%
 Rerata nilai UN 70 - 79,9 potongan 50%
 Rerata nilai UN 60 - 69,9 potongan 25%
 Rerata nilai UN < 60 potongan 10%
 (potongan pengembangan persyarikatan Muhammadiyah)
- Putra Aktivis Muhammadiyah
 (potongan 10-15% dengan SK Majelis)
- Putra Guru Muhammadiyah
 (potongan 25-50% dengan SK Majelis)
- Siswa Berprestasi Akademik minimal
 Tingkat Kota 15% potongan pengembangan persyarikatan (fotokopi sertifikat)
- Siswa Berprestasi Non Akademik minimal
 Tingkat Kota 10% potongan pengembangan persyarikatan (fotokopi sertifikat)

SEKOLAH UNTUK KADER BANGSA

SMP MUHAMMADIYAH 1 SIMPON SURAKARTA
 TERAKREDITASI A (AMAT BAIK=97)

MAJELIS DIKASMAN MUHAMMADIYAH KOTA SURAKARTA

SEMINAR PARENTING & PENGESAHAN TAFIDZ SISWA PROGRAM KHUSUS

ONE DAY SERVICE SYSTEM

Segera Datang!!!
 Kuota Terbatas

Gunakan Google Maps
 Temukan Lokasi

Telepon Sekolah
 Contact Person :
 H. Hardiningsih, Spd 081 4295 5455
 Siti Khoiriyah, Hsi 0857 1551 3888
 Desyani Rahayu 0823 3169 1792

simpon01@yahoo.co.id
www.smpmuhtsimpon.com
smp_muhtsimpon_ska
fb.com/smpmuhtsimpon

Daftar Kegiatan:

- Kelas PK (Gubernur)
- BAURAH
- Kelas PK (Gubernur)
- Kelas PK (Berprestasi)
- Kelas PK (Tanggung Jawab)
- Kelas PK (Tanggung Jawab)
- PKR (Kader Baru)
- Pembinaan Satpol PP (Kader)
- Kelas PK (Berprestasi)

Doc 4. Brochure PPDB